

# CHILDHOOD EDUCATION

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THE OBSERVER



THE OBSERVED

### *Intuition vs. Intelligent Observation*

"There is no better way to understand children than to observe objectively what they do—there is no better way to evaluate one's own behavior as a parent than to see on paper a record of what has been done," says Lois Hayden Meek. Modern mothers do not trust to "maternal instinct" or "womanly intuition," but allow themselves to be carried along in the current of scientific movement which cries for facts. The work of the Portland Study Chapter of the American Association of University Women has received wide recognition. We are indebted to Mrs. H. F. Cramer, Chairman of the education committee of the local group, for the pictures which illustrate this method of intelligent observation in child study.



## "Nice People"

LIKE that new teacher," young Mrs. Brown was heard to remark, following a recent Parent-Teachers meeting, "She talks as though she thought that parents were nice people." If she could have heard the remark, the new teacher would have been much gratified, but the words of young Mrs. Brown may be taken by all teachers as a humorously pertinent commentary, and a seriously suggestive message to those who are interested in the forward progress of the parental education movement. Parents, teachers, and children have not changed greatly since the days of our grandfathers, but relationships are fortunately changing, now that the school is reaching forth more purposefully into the home, and the parent has become the object of much educational interest and enthusiasm.

Those of us who are teachers of young children recognize certain principles which guide us well at all times. If we are at all successful with children we readily recognize the fact that education, in its broader meaning, consists of much more than the correction of childish faults, for we are just as much concerned with the vast possibilities of a child as with his immediate needs. We know that we are dealing with many growing and different personalities, and we do not expect any one procedure to fit all children equally well. We are as much interested in guiding a child in his thinking and in the development of right attitudes toward his neighbors and toward himself, as we are in helping him to establish habits which his associates will find satisfactory. Finally, and of the greatest importance, we know that to be successful we must like children and must enjoy our contacts with them. What is true of teacher and child should prove equally true of teacher and parent. The same guiding principles apply in establishing constructive contacts between teachers and parents.

Much of the material which has been prepared for parents has grown out of the obvious mistakes which the best of parents, like the best of teachers frequently make. The faults of parents have always been patent to the critical observer, but the field of parental education, like the field of child education, is surely much broader than the diagnosis of outstandingly faulty procedures with set prescriptions for the improvement of parental methods. Even the sympathetic teacher, if not far-sighted, is inclined at times to single out certain faults of parental procedure as the beginning and end of her responsibilities toward the parents of the children in her group. Very critical methods of approach to the problems of parents are often non-constructive, although well intentioned. We do not try to destroy the self-confidence of our children in order that we may point out to them certain better ways of behaving. Often the supposedly callous parent cannot endure having his errors too greatly emphasized without loss of normal perspective. Because he cares so much about the welfare of his child, he may very easily become unnecessarily apprehensive. Some parents blunder blindly, and are glad to be reminded of their mistakes by a teacher who has had experience with many more children. Some need more facts concerning child care, for many errors are due to ignorance or recent discoveries. All parents, without doubt, appreciate help in defining their objectives, in recognizing their successes, and in learning more about the teacher's interest in their children.

Fortunately for everyone, "The Child," that symbol of an older and more formal education, has been superseded by the conception of large numbers of growing *children*, for we know that no two children are exactly alike. That we must plan to meet the particular needs and discover the particular possibilities of differing personalities has become a truism as far as our contacts with children are concerned. In actual practice we sometimes forget that the same fact is true of parents. Because

parents are people, there does not seem to be any place in our philosophy for "The Parent" as typical of a large group. The sooner that concept is filed away with the older concept "The Child" the better will it be for parents, teachers, and children.

It is unquestionably important that children should learn to do certain things which are right, but it is equally important that they should feel right about doing those things. Of this the teacher is well aware, but it is not always easy for her to remember that valuable fact knowledge acquired by a parent at the cost of his emotional stability, cannot be well used, and may prove more harmful than beneficial in the long run. Just as truly as we aim to establish among children right habits of thinking as well as of acting, just so truly do we need to extend to our contacts with parents the same point of view and the same interest in stability of outlook. The teacher who would prove a real help to parents must be as much concerned with parental morale as with the dissemination of useful facts.

It is unnecessary for anyone to urge teachers to like parents and to appreciate the privileges of acquaintance with interesting personalities. Some parents are less readily known than others, but the average parent is ready to meet the teacher half way, for the average parent is undoubtedly a "nice person." A teacher who enters into the field of parental education with as great an interest in grown people as in small ones, finds many opportunities for gain as well as for expression. Teachers who regard parents more as contributors in a cooperative enterprise, and less as members of a receptive audience will discover possibilities of mutual gain much more readily than those who reverse the process. As true cooperation is established, it is difficult to say whether teacher or parent benefits more. The teacher must surely profit greatly when she sees the new challenge of parental education, not only as an added responsibility, but also as an enriched opportunity to become more closely aware of true educational values outside the classroom.

BESS V. CUNNINGHAM,  
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# *The Nursery School as a Center for Parent Education*

LOIS HAYDEN MEEK

*Educational Secretary American Association of University Women*

THERE are many types of nursery schools in the United States, each organized for a specific purpose or specific purposes. Nursery schools may serve many ends: research with young children; training of prospective teachers, welfare workers, or mothers; relief of mothers; care of children of employed mothers; education of children and education of parents. Some of the most outstanding nursery schools combine several of these objectives. But no matter what may have been the initial impetus for the organization of a particular group the principle concern of any nursery school must be the growth and development of its children. The first consideration is to set up an environment which will afford maximum facilities for physical growth, motor development, mental development, social-moral conduct, and emotional stability.

In order to provide for such development it is necessary that the nursery school shall exert its influence on the home and parents of the children under its care. It is essential that there be a consistent régime and policy in the total life of a little child. Home and school, parents and teachers must have common objectives and similar techniques if children are to develop into wholesome, well-balanced, integrated personalities.

The nursery school is only a supplement to the home and as such is limited in its influence. Only when parents and home are ready to incorporate the well thought-out procedures of the specialists in the nursery schools will there be a solid basis for wholesome child development.

The question might well be asked, will not parents do such things without the help of the nursery school, is the job of being a parent difficult enough to need special help or training? We see many evidences of the failure of parents who have not had proper training. Health surveys of preschool children have brought to our attention cases of malnourishment and physical defects which might have been prevented if the parents had known more. The great mortality of children under five years of age is another evidence. We all come in contact with children who are unpleasant to live with—whining, domineering children with tantrums, children who are very dependent. Such children are the product of home influences, that have not been wise. Many of the studies which have recently been made of children who are having difficulty in school have shown that the home is, in many cases, responsible for these school problems. The juvenile court records over and over again bring to our attention the

children whose maladjustment, whose anti-social behavior can be accounted for by disorganized, broken, or unintelligent homes.

On the positive side one need only consider the delicacies and intricacies of human growth to realize that those adults who are in charge of children during their period of greatest growth must have very definite information if their procedures are wise. The job is a difficult one, but will not instinct, paternal and maternal, guide the parent? Dr. Helen T. Woolley has said, "It is as silly to trust the maternal instinct to bring up a child as to trust the acquisitive instinct to earn a living for the family. Instinct is at the base of all we do, but does not relieve us of the necessity of training."

Gradually we are beginning to attack the problem by educating young people before they become parents. However, at the present time there are only a very small proportion of women receiving such training and practically no men. By this preparental attack on the program we are eventually going to build up more intelligent and better informed young women and young men to enter the job of parenthood, but the parents whose children are in the nursery schools today have had practically no such training. The nursery school then must become a center for parent as well as child education.

Through her contact with the nursery school the mother has an opportunity to learn many things. The nursery school may become for her a laboratory in which to study her own child objectively and comparatively.

In the more completely organized nursery schools an effort is made to secure a picture of the development of

the child soon after entrance. In consultation with the mother the director or psychologist in charge fills out a social history record sheet. This record includes as complete a history as possible of the lives of parents and child previous to school entrance. This is followed by a series of physical and psychological examinations by specialists. The mother has thus an excellent opportunity, at the outset, to come in contact with various specialists and to see the significance of various types of objective records. Her cooperation in filling out the social history record brings to her attention facts and events in the child's life which are of vital importance in understanding his condition.

Later, one of the responsibilities of the mother is her cooperation with the nursery school in keeping current records at home. These records as required by nursery schools call attention to certain aspects of child life and bring about an appreciation of the importance of growth data. Records vary in different schools but include such things as amount and kind of food consumption, bowel movements, sleep habits, emotional responses, enuresis, and behavior problems. A comparison of the behavior of a three-year-old at home and in the nursery school often shows better than anything else changes that are needed in parents and in home environment.

Probably one of the main causes of behavior problems and general emotional upheavals of young children in the home is the lack of proper play equipment. Children will continually play with the forbidden thing if their own toys and playthings lack the quality which stimulates constructive, interesting activity. Parents have an unusual opportunity to see in a nursery school



the equipment and play materials which are suitable for young children. Not only this but they may observe the many varieties of wholesome activities which such material stimulates under wise guidance. Gradually they may learn to appreciate constructive play material and to understand and value wholesome child activity.

Another opportunity which the nursery school affords to parents is contact with the daily program which is planned in terms of child needs. When a child eats, when he plays, and when he rests are arranged in consideration of his best development. A simple day's program thought out on the basis of child interests and child needs is fundamental to emotional stability and good habit building. If little children are to be independent and do things for themselves much more time is needed than if an adult waits on them. Putting on and taking off coats and rubbers, washing hands and face, combing hair, going to the toilet, putting away toys, cleaning up scraps, setting the table, serving food, feeding self, folding sleeping blankets or rugs, and all the other such self-service skills to consume a great deal of time when little children do them. The nursery school teacher realizes this and plans so that there is no flurried rush and hurry to bring disaster and tears. Mothers who have the chance to see the simple, well-organized, and carefully planned program of a nursery school learn one of the secrets of an educative environment.

Probably one of the most significant opportunities which the nursery school affords to mothers and fathers is that of observing little children under the guidance of a woman trained specifically for this work. They begin to realize just

how independent and responsible for his own acts a three-year-old may become under the guidance of a teacher who appreciates each child's power. They see her handle behavior difficulties in a calm, objective manner which brings more satisfactory results both to the child and to the adult than the emotional, erratic behavior often found in the home. Play materials take on a new significance for child interest and activity under the nursery teacher's guidance. Her calm yet keenly sympathetic manner, her joyous appreciation of child life and child activity are the keynotes of an effective, happy atmosphere.

The nursery school has an especially important function in bringing mothers and fathers into contact with the best procedures for the maximum growth of little children. Through their examinations, through the keeping of records, through their selection of play equipment and materials, through the daily program which they plan, and through the artist who is in charge of the little children, parents may catch the vision of the opportunities which the home might offer to young children.

There are many ways in which parents learn these things at the nursery school. Many of them are caught through informal observations and through informal talks with the teacher and specialists in charge. Her cooperation in keeping records is for her a most educative experience. Probably one of the best methods for teaching parents is through periodic consultation hours arranged with the one who is in charge. Such consultations give opportunity for the bringing together of the various aspects of child life and presenting them to the individual mother and father as an integrated point of view.

Many nursery schools are conducting study groups weekly for the parents of the children in the school. Some of these groups listen to lectures by the nursery school staff and follow such lectures by discussions. Others are doing a more intensive piece of organized study, reading books and discussing the underlying

principles of child development. Even a brief survey such as this brings very forcibly to attention the fact that every nursery school should include in its program provision for the education of parents, for there can be little improvement in young children without an improvement in parents.

### *"Such As I Have Give I Thee"*

(A PARENT TO A CHILD)

"Such as I have give I thee."  
'Tis but the portion God gave me  
Out of his boundless love;  
To know the thrill of life's free call,  
The sense of joy pervading all,  
Of glory from above;  
To feel the hurt of aching pain,  
To suffer and be brave again;  
This much I have to give.

I give thee thine own way to make,  
With power to do, for doing's sake,  
An iron will to dare.  
I give thee pride of race and kin,  
With all its sorrow, hate, and sin,  
For thee to bear.  
I make thee heir of God's own grace  
To find in thy worst foeman's face  
An object for thy love.

Live true, remembering this of me:  
Such as I have I give to thee.

OLIVE LUCY WATKINS

*Daughter of Mrs. A. C. Watkins, Executive Secretary,  
National Congress of Parents and Teachers*



# Child Study Program of the American Association of University Women

The objective of study groups of the American Association of University Women is "to improve the education of children in the home, and to stimulate and foster reconstruction of education in the schools." Bulletin V, *Information for Study Groups in Preschool, Elementary, and Adolescent Education* gives eligibility to study groups, organization of work, methods of study, use of specialists, and materials for study groups.

The Association publishes the following helpful manuals and pamphlets:

## GUIDANCE MATERIALS FOR STUDY GROUPS, *How Children Build Habits*.

By Lois Hayden Meek. Price 25 cents.

Topics covered are: Heredity, environment, bases of action, learning, habit, sleep, enuresis, food, basis of emotions, fear, anger, and sex.

Under each topic (except "bases of action") there will be found the following divisions: (1) Questions for parents to answer for themselves, (2) Activities, (3) Outline, (4) Readings, (5) Questions for discussion.

A bibliography of books and pamphlets is included.

## INTERESTS OF YOUNG CHILDREN. Price 15 cents.

An outline with page references in bibliography for the use of preschool study groups. Includes such topics as:

Play, dolls, making things, blocks, and indoor play rooms.

## GUIDANCE MATERIALS FOR STUDY GROUPS, *Characteristics of Adolescence*. By Lois Hayden Meek. Price 15 cents.

A manual similar in arrangement to *How Children Build Habits* but covering, as the name suggests, the field of adolescence.

## ANNOTATED LIST OF TRAVELING LIBRARY BOOKS AND PAMPHLETS.

The traveling library is *available to study groups of the A. A. U. W. only*, but will serve as an excellent guide in reading for anyone interested in child study. The following books are listed under Child Training:

## MENTAL TRAINING FOR THE PRE-SCHOOL AGE CHILD. By Lillien J. Martin and Clare de Gruchy. Harr Wagner, San Francisco.

A book for parents who are desirous of learning how best to guide the mental life of their children. Emphasizes the importance of mental hygiene. Contains helpful suggestions in non-technical style.

## THE YOUNG CHILD AND HIS PARENTS: A STUDY OF ONE HUNDRED CASES. By Josephine C. Foster and John E. Anderson. University of Minnesota Press, Minneapolis.

Case studies of normal young children. Descriptions include the general environment of the child together with the conduct problems developing in the home before school age. Material obtained from interviews with parents, teachers, and other adults in close contact with the child. (Review: *Jour. Am. Assn. Univ. Women*, June, 1927.)

INTELLIGENT PARENTHOOD. University of Chicago Press, Chicago.

Speeches given at the Chicago Conference of Parent Education on various aspects of child life which are of interest to parents. Topics included are health, preschool education, problems of the adolescent, character education, sex instruction, and the cultural needs of the child.

OUTLINES OF CHILD STUDY. Benjamin C. Gruenberg, Editor. Macmillan, New York.

TRAINING THE TODDLER. By Elizabeth Cleveland. Lippincott, Philadelphia.

A discussion of the principles underlying the physical, mental, emotional, and social development of the nursery school child, written in simple, readable style. Material presented is from the Merrill-Palmer School in Detroit.

GUIDANCE OF CHILDHOOD AND YOUTH: READINGS IN CHILD STUDY. By Benjamin C. Gruenberg, Editor. Macmillan, New York.



STUDY GROUP, WASHINGTON, D. C., CONDUCTED BY TRAINED LEADER—NELL BOYD TAYLOR (CENTER)

CONCERNING PARENTS. New Republic, New York.

A symposium presented at the Conference on Modern Parenthood in 1925. It includes speeches made by twenty-four outstanding men and women.

PARENTS AND SEX EDUCATION. By Benjamin C. Gruenberg. American Social Hygiene Association, New York.

A book which sets forth clear principles and practical methods of guidance. For parents of children under school age.

For material and further information communicate with headquarters office of the American Association of University Women, 1634 Eye St., N. W., Washington, D. C.

NELL BOYD TAYLOR,  
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versity Women.*



# *Parental Education—Its Materials and Methods*

SIDONIE M. GRUENBERG

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IN THE course of one generation the professional educator has steadily shifted the focus of his attention from the university, through all the intermediate grades, to the kindergarten. Over thirty years ago, Dr. Eliot's Committee of Ten concerned itself with the transition from high school to college. More recently the educator discovered what even illiterate parents in backward regions have always known—namely, the existence of the so-called "preschool child." And today the educator has taken a further step back to the parent, who does so much to mold this preschool child and to spoil him, so often, for the purposes of the kindergarten and primary grades. In time, I have no doubt, educators will reach back still further and take up the problem of educating grandparents, or even more remote ancestors.

## GENERAL NEED FOR PARENTAL EDUCATION

In the past few years it has become increasingly evident that the traditional and unconscious routine of rearing children in the home was not operating as effectively as might be desired. I do not refer to the thoroughly familiar fact that other people's children might well have had better home training, but rather to the fact that parents themselves have become increasingly aware of their own

shortcomings as technicians, that they have come to feel themselves inadequately equipped for their tasks, confronted with problems for which they had not been prepared by any of their earlier experiences or thoughts or teachings. Parents do finally acknowledge that they cannot find ready-made solutions for their problems either in what they had already learned, in the available compendia of useful information, in magazines and newspapers, in the conduct of their neighbors, or in the counsels of professional advisers—such as ministers and doctors, editors and judges, or even teachers and successful business men.

Individuals have always gone to others for advice on all sorts of problems, but it is only within our own times that parental education has acquired a name and a place in the thoughts of people. Today parental education appears in a wide range of activities that are definitely directed either to meeting immediate, concrete problems of the family or cases of individual adjustment, or to the preparation of men and women, chiefly the latter, for a better understanding and skill in the continuous management of children in the home.

## AGENCIES FOR PARENTAL EDUCATION

At one extreme we find the individual parent in consultation with the referee of a juvenile court, or with a specialist

at the child guidance clinic, suddenly made aware that one does not become automatically equipped for the serious business of parenthood by the simple process of becoming a parent. Here parental education of a very intense and highly specialized kind is going forward.

A three-year-old boy, whose uncontrollable temper tantrums were a source of much distress in an otherwise calm, well-ordered household, was brought to a habit clinic. His mother, a careful and conscientious, but not very understanding parent, had tried every means she knew of to make that child conform to the established routine, but, unlike his docile older sister, he resisted every effort. The clinic had many elementary things to teach that mother: she had to learn, first of all, that two children are not alike, even if they are brother and sister; that a spirited healthy child needs plenty of activity and constructive occupation; and that freedom to play and to do things is at least as important as conformity to necessary routine—and must go hand-in-hand with it.

At the other extreme we may find a class of university students in a graduate course in genetic psychology, or perhaps conducting research on habit formation at some special institute. There are informal conferences with groups of parents in a public school, and there are courses of lectures by recognized authorities or a "seminar" with some restricted group of serious thinkers. There are several nursery schools in which research is carried on, or in which the parents are expected to study along with the professional workers. The extension divisions and the home economics departments of a number of universities are conducting lecture courses and conferences. In several cities parental councils and

parent-teacher associations are carrying on systematic work, and numerous volunteer agencies, church councils, and social welfare agencies are conducting study groups more or less systematically and continuously.

A compilation of information gathered during the past year through interviews and correspondence shows nine distinct types of agencies that are doing work directly related to the education of parents in one way or another. These include institutes for child welfare research, instruments of juvenile courts, nursery schools, agencies designed primarily for health work, religious groups, private organizations having various composite purposes, correspondence courses, summer courses, and commercial undertakings.

#### THE CHILD STUDY ASSOCIATION

It is difficult to enumerate agencies according to any scheme of classification since many of the organizations are engaged in two or more different types of work. The Child Study Association, for example, which has had the longest continuous history of activity in the field of parental education, would have to be counted in several of the classes, and then there would be nothing to show how many groups are actually engaged in parental education under its general direction. Its methods consist essentially in bringing parents together into study groups or "chapters" for the free discussion of problems they have in common. This is now recognized to be the most effective general plan for all kinds of groups, whether university graduates or illiterate mothers. There are differences in detail, as to vocabulary, as to rate of progress, as to amount of individual study, as to facility in ex-



pression, and so on. This type of work is being adopted by other agencies; on the other hand, the Child Study Association, in the extension of its work, has used various other methods.

In the development of methods it has been necessary to consider not only the capacities and previous training of the individuals with whom the work is to be done, but also certain objectives that distinguish parental education as a special branch of adult education. We have to distinguish further between the imparting of information and the modification of attitudes. Occasional addresses or even courses of lectures, dealing with important facts and principles concerning the nature and needs of the child, may be of value to all classes of persons, but more especially to those with a considerable amount of training, such as teachers, pediatricists, trained nurses, and so on. The assumption and the hope is that some good ideas will carry over and receive application.

For most persons, however, the great need seems to be a changed point of view with respect to disciplinary problems, and with respect to values and objectives toward which we should strive. It is one thing to be told by a professor that the child's mis-statements of fact and even misrepresentations are, under certain conditions, normal; it is another thing to overcome our anger and apprehension when the child tells a "lie," and to apply instead constructive measures for attaining truthfulness. The mother who is deeply concerned because her imaginative five-year-old tells fabulous tales about the things she has and the things she achieves, learns to help her child realize the difference between "telling stories" as stories, and telling

untruths. At best the lecture method is informative and stimulating. It takes continuity of effort and leadership in thinking to help in the establishment of attitudes. For this purpose the study group is pre-eminently the best method.

#### TYPES OF STUDY GROUPS

Several types of study groups have been found effective with large numbers of parents. There is the discussion group in which the leader prepares material for the consideration of the group members. In such a group the leader makes the initial presentation and then there is discussion and criticism by the parents in the light of their own practical experiences and problems.

In another type of study group, the members come prepared, having studied selected reading material. They present abstracts or condensations of the particular portions of the book or article they have read. These are not literary products but serve to present, in the author's own words, the principles he has enumerated. After each paper the members discuss their problems in the light of their study and their observations. Two or three such papers are discussed at a meeting.

Many groups center their discussions upon concrete cases or problems derived from their own experiences and supplement this with the teachings of such authorities as they can find in literature.

In still other groups the leader directs the observation of the parents upon their own children. The members of the group supplement their own observations by comparing notes, by further reading, and by conferences with more experienced parents or professional students of psychology and education.

We find that some groups are capable

of carrying on systematic observation of children. University groups can get a great deal by visiting clinics, courts, nurseries, and so on. All parents can be led to introduce for the group's consideration occasional incidents from their experiences with their own children. Most parents have to have brought to their attention numerous cases observed and analyzed by others, as well as cases described in books or magazine articles, and only gradually can they be led to make objective observations of their own children that are of any value educationally.

#### IMPOSSIBILITY OF STANDARDIZING METHODS

Because the parents who are enrolling for further education as parents come from all classes of population, with all kinds of educational and cultural backgrounds, with all degrees of ability, and all kinds of emotional bias, it is out of the question to think of standard methods of instruction, even if we had not before us the tragic futility of attempts at uniformity in the schools and colleges. Moreover, the problems of adult education are themselves in flux, as are the materials which such education contemplates utilizing. There are many methods being tried, and they are all in an experimental state, as they are likely long to remain. Notwithstanding the tentative character of all these efforts, however, they are very effective in proportion to the insight and ability of the leadership, since the pedagogue's problem of interest is solved in advance. Parents do not have to go to school; whatever it is that drives them to the study of child nutrition or child psychology, makes them give their best attention and their best thought to

everything that is placed before them with any promise of value. The interest is never academic, and frequently appears more dynamic than should be necessary, for, after all, children are for these parents vital realities.

That parental education can actually prepare people for understanding their problems is repeatedly demonstrated by the results in individual cases and by the readiness with which such trained parents help less experienced mothers meet their problems. One of these perplexed mothers recently placed a problem before a study group. It was interesting to see the result. The problem had to do with a little boy of three who had suddenly taken to sucking his thumb. He had never done that before; he had in fact given very little trouble of any kind. One of the mothers in the group asked, "Has there been an addition to the family lately?" Yes, there had been a little girl born about six months previously. And who would have thought of that, but a trained parent? The new addition to the family was indeed the source of little boy's difficulty, and the situation was remedied when the parents were helped to see the connection. But we must not conclude from this that thumb-sucking is caused by the birth of a little sister. There is more to the situation than that.

#### UNIVERSALITY OF PROBLEMS

What then is there to teach parents, or rather, what are we trying to teach them that they do not already know? Our studies of parents and of children have revealed two important facts. These are by no means new or startling: the remarkable thing is that educators and statesmen have not been making use of them. One of these is that whereas no



two children are exactly alike, there are many things which are true of practically all children. The other one is that whereas no two parents or two homes are exactly alike, there are many things which hold true of practically all of them. The result of these two facts is that certain types of situations are almost universal. There is, for example, the temptation to cajole the child into accepting a harmless spoon when he reaches out for the unattainable moon. There is the temptation to deceive the child by sneaking out of the room quietly when he wants the parent's company at sleeping time. There is the temptation to resort to lies and misrepresentation up to the time when the child begins to return in kind—and sometimes beyond that time. There is also the nearly universal impulse to penalize the child for the parents' grievances.

On the other hand, children in all parts of the country, regardless of race, creed, color, or social status of parents, seem to have certain perverse desires that make parents feel angry, annoyed, baffled, chagrined, disconcerted, and so on down the alphabet to perplexed and worried and zero. Children will open cupboards or refrigerators, they will steal sugar or pennies, they will touch precious pictures and hangings, they will ask embarrassing questions, they will be untidy and even filthy, they will disobey orders and disregard prohibitions, whether constitutional or merely statutory. Tom will cross the street and Jane will wander far from her own lawn regardless of warnings and commands. There seem to be an infinite variety of things with which children can tax their parents' patience and ingenuity. Two-year-old Doris refuses to eat unless

someone is sitting with her coaxing and cajoling. Jane, aged four, appropriates her younger sister's toys and never allows anyone to touch her own toys—so that there is a succession of tears and storms in the nursery. Fred is five, but will not play with other children; he is shy with all strangers and is only happy with his mother. Then there is "Mary Quite Contrary" who opposes every suggestion and command—so that the day's routine is a series of pitched battles between Mary and mother. These are only a few of the infinity of baffling difficulties that come again and again into the discussion in child study groups everywhere.

The Child Study Association has a continuous record of its activities in parental education, including rather full minutes of meetings. Looking over some of these records over a period of more than thirty years, one is impressed by the great changes that have come about during one generation. The character of the literature available to students of childhood, and especially for parents, is strikingly different, both as to its style of presentation and as to its teachings. The viewpoint of the basic psychology has changed so that the conception of punishment, for example, is radically different from what it was a comparatively short time ago. Where the former attitude was to accept varied and graded penalties as the sole means of preventing the repetition of misconduct, the present tendency is to seek for the underlying causes, and with many parents punishment is relegated to the medicine closet.

#### IMPROVED STUDY MATERIAL AVAILABLE

One of the first questions suggested by the proposal to do something new in

education is that regarding available material. In the early stages of the parental education movement the only good books available were not intended for parents at all; they were books on the philosophy of education, like Plato's *Republic*, John Locke's *Essay on Education*, or Rousseau's *Emile*; or they were books on psychology designed primarily for students of psychology or for teachers. There were also, to be sure, attempts to give parents concentrated wisdom in the form of sermons and essays, but these had to do for the most part with admonishing parents to be righteous as examples to their children and firm in their discipline. They had, moreover, a strong flavor of piety, not to say asceticism, and they were above all entirely empirical and utterly unrelated to any genuine attempt at understanding children or at evaluating traditional doctrines and practices in the treatment of children. Whatever value they had lay in confirming preconceived notions and in strengthening the determination of parents to do the right thing—a very considerable value in a period of changing standards and conflicting ideals, but not one to make the most of the rapidly increasing knowledge that the new sciences were placing upon the library shelves, or at least in the laboratory notebooks. Kirkpatrick's *Fundamentals of Child Study*, although intended for the training of teachers, proved to be very helpful to parents, and for a period of years was the chief reliance of many study groups.

The next phase was an attempt to interpret the findings of scientists for the benefit of parents. Analysis of discipline as a school problem was restated in terms of home relations. What educators had learned of the laws of learning

was diluted for home consumption. Principles of psychology formulated in rather vague, abstract terms were restated in the hope that parents could find use for them. Through the united efforts of leaders and of parents themselves as students, to apply these teachings to particular children and situations, more and more usable ideas were formulated, and some of this material found its way into print. In time the scientists and professional educators were induced to address themselves directly to parents so that today there are numerous very satisfactory and helpful books that deal with the parent's problems from the psychological point of view. In England, Crichton Miller's book, *The New Psychology and the Parent*, and in America, Ernest R. Groves', *Personality and Social Adjustment* were among the first to interpret the new psychology in terms of direct application to home situations and the immediate problems of parents. About three years ago the Children's Foundation published *The Child: His Nature and His Needs*—a collection of articles by specialists in various fields of science and education, written expressly for parents and others who are directly concerned with the care and training of children.

Feeling the need for a compact body of reading material covering authoritatively the more important aspects of child nature as disclosed by modern studies, the Child Study Association of America in 1926 prepared a volume of readings in child study, under the title of *Guidance of Childhood and Youth*. This book, containing citations from the best sources of recent literature on child study, has proved very useful in study group work, especially where local



libraries are unavailable or inadequate, and is invaluable to large numbers of that growing body of men and women—parents who really wish to understand—and to those who have a professional concern with children.

Very recently there has appeared a new type of literature which has grown out of experience with parental education and which attempts to utilize the results of scientific research. This is by no means a standardized output, but represents a variety of experiments to deal with very complex conditions. The formula, parental-needs-and-scientific-findings is simple enough, but as I already indicated there are many kinds of parents that have the same problems, and the treatment must be in relation to parents as we find them with many different degrees of ability and training; moreover, the findings of science are not of equal value or equally applicable. The adjustment of the findings to the parents therefore involves special experience and special skill as well as constant study and experimentation.

For example, the pamphlet, *Guidance Materials for Study Groups*, prepared by Lois Hayden Meek for the American Association of University Women, has been tried out with excellent results in groups of college graduate parents who are trained in academic procedure and method. For other groups with perhaps less academic training, Dr. Thom's pamphlets, giving practical advice to parents based on experience and observation in the habit clinic, have proved of

great value. The Child Study Association of America has published a series of monographs, designed to meet the needs of parents and study groups within a wide range of educational background. These are in the form of pamphlets on specific topics: *Obedience, Rewards and Punishment, Truth and Falsehood, The Use of Money*, and others. Included in each pamphlet are the minutes of an actual study group meeting on the particular topic, with the cases presented by parents for discussion by the group. In this way the principles enumerated in the article itself are directly applied to parental problems.

We are now developing material that has grown entirely out of work with parents, showing on the one hand their problems and their needs as students, and on the other hand what there is of value that science and experience can teach them. A series of pamphlets is now in preparation based upon the most pressing questions which parents actually bring to study groups for discussion. These questions are universal, recurring over and over again, and coming from parents of all degrees and shades of background and training. Another body of material now in preparation is based upon actual experimentation and practice with groups of illiterate and foreign born mothers. This cumulative record of knowledge and experience should be of inestimable help in our approach to this type of parental education.

# *The Child Who Grew Four Ways*

D. EDMONDS BUSHNELL

*Newton, Massachusetts*

PATSY, Betsy, Tomsy, Jimsy, and Nancy were five very nice children. Patsy was the smallest. She was neither tall like Tomsy, nor fat like Betsy, nor smart like Jimsy, nor quick like Nancy. She wished over and over again that she could be taller and fatter and smarter and quicker but she couldn't seem to decide which of those four she *most* wished to be.

"I don't know," she said to the big man who came to visit at her house, "whether I wish most to be tall like Tomsy or fat like Betsy or smart like Jimsy or quick like Nancy. Which would you most like to be?"

The big man sat down under an apple tree and thought for many minutes.

## WHICH WAY TO GROW

"Let me see," he said. "If you were tall like Tomsy, you could peek over the fence when the circus goes parading by; if you were fat like Betsy, you would have round red cheeks that would frighten away horrid little colds and things; if you were smart like Jimsy, you could do things for yourself and would not have to wait for pokey grown-ups to do them for you; if you were quick like Nancy, you would never be late anywhere in all your life. Good gracious! I don't know which of those four excellent things I'd rather be."

"Please think harder!" replied Patsy, "because I wish to begin being one of them tomorrow, you know."

## PATSY LEARNS THE SECRET

"Well in that case," answered the big man, "I think I'd try being them all. One never could choose between them in so short a time."

"But," exclaimed Patsy, "how in the world could I be all of them at once?"

"Quite easy," replied the big man. "I will tell you how."

Now what the big man told Patsy is a secret, just between them, but what Patsy did about it is for you to hear.

The very next morning Patsy awoke before the bluejays did. She rubbed her eyes and then turned over as if to go to sleep again.

## SMARTER

"Oh no!" she whispered to herself "Today I'm going to begin being smart like Jimsy." She hopped out of her warm, snug bed. She had never dressed herself before. Oh, she had tried to several times but she had always managed to twist things backwards and Mother had said, "Well, Patsy you had better wait until you're smart like Jimsy before you dress yourself." So Patsy had waited and waited and waited—but this morning she was determined to try again. It was hard work. She



buttoned last buttons where first ones should have been; she twisted and squirmed to reach those that were high up in the back; she put her shoe



lacings in the wrong holes; she put her dress on backwards twice and her petticoat upside down. But in all her difficulties, she whispered over and over again, "Today I'm going to begin being smart like Jimsy—today I *must* begin to be smart like Jimsy," and the first thing she knew her clothes were all on, and quite properly too. Patsy had dressed herself at last.

By this time the other children had awakened too, and Patsy, Betsy, Tomsy, Jimsy, and Nancy scampered into the dining room.

"Why Patsy," laughed the children. "How did you manage to dress yourself this morning? If you don't watch out you'll be getting as smart as Jimsy." Patsy laughed harder than any of them for already she felt a tiny bit smarter and *she* was the only one who knew the great secret.

FATTER

On the breakfast table was delicious hot cereal and fresh cool milk. At Patsy's place was a very *small* bowl of

cereal and a very *small* glass of milk. She never had cared for either and had never eaten them without a fuss. The children sat in their chairs.

"Please," said Patsy, "I wish a *large* bowl of cereal this morning and a *large* glass of milk."

"Why Patsy," laughed the children, "if you don't watch out you'll be getting fat like Betsy." Little did they guess that was exactly what she was trying to be!

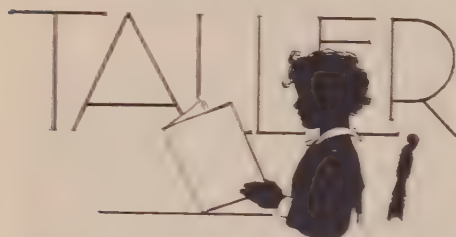
The cook placed a large bowl of cereal in front of her, and a large glass of milk beside her. Patsy wondered how she ever could eat so much cereal or drink so much milk. The bowl looked like a giant's bowl to her and it seemed that the more cereal she ate from it the more there seemed to be. The glass looked like a great tower of milk and it seemed that the more she drank from it, the less the milk seemed to disappear. It was hard work, eating and drinking so much of things she didn't care for (or thought she didn't), but she kept repeating to herself, "Today I'm going to begin being fat like Betsy," and at last every grain of cereal and every drop of milk was gone. Almost immediately Patsy felt better and she was sure she must be nearly as fat as Betsy.



TALLER

When breakfast was over those five very nice children ran out of doors. Under the trees they had a cozy little

play house and in it were tables and chairs where, whenever they wished, they might work in grown-up fashion. Patsy always liked to huddle herself up



in a corner where she looked much more like a small squirrel curled up for a nap than a child trying to do good work. The children took paint boxes, paper and pencils, and story books and sat in their chairs.

"There's Patsy's corner," said Tomsy, "where is her scribbly old colorbook?"

"I don't wish my corner this morning," replied Patsy, "I am going to sit in a chair at the table." Whereupon she greatly surprised the other children by sitting so straight that she made them sit straighter too, and she held her book in front of her exactly as you have seen grown-up people do.

"Why Patsy," laughed all the children together, "if you don't watch out you'll be getting tall like Tomsy." Patsy laughed harder than any of them but she didn't tell them her secret.

It was hard work sitting up straight in that chair. She slid down in it many times and her back hurt a wee bit because it wasn't used to being held up straight. The cushion in the corner looked very inviting to Patsy but instead of running over to it and scrunching herself down again she said over and over to herself, "Today I'm going to begin being tall like Tomsy, and I *must* sit up

straight." By and by she felt comfortable in the chair, for backs are meant to be straight you know, and her work wasn't nearly so scribbly as when she did it in the corner.

#### QUICKER

"Children," called Mother from the house, "come in to lunch!" Now always before, Nancy was the first to answer Mother's call and Patsy was the last. The other children came in between. Patsy always whispered to herself, "Oh, I'll go in a minute!" but the minute flew and Patsy didn't, so she always was the last one in. She was just about to say, "Oh, I'll go in a minute!" when she remembered. Instead, she said, "Today I'm going to begin being quick like Nancy," and before she knew it she was running side by side with Nancy into the house.

"Why Patsy," laughed Mother and the children, "if you don't watch out, you'll *always* be as quick as Nancy." And once more Patsy laughed harder than any of them.



#### PATSY WINS

Now it takes many days to grow even in one way and it takes many more



to grow in four. For many, many days Patsy kept her secret and went on growing a little fatter like Betsy and a little smarter like Jimsy and a little taller like Tomsy and a little quicker like Nancy, until *one* day the big man came again to visit at her house.

"Well Patsy," he asked, "which are you going to be, fat like Betsy, smart like Jimsy, quick like Nancy or tall like Tomsy?"

"Close your eyes," replied Patsy, "and don't look until I tell you to." The big man closed his eyes. Patsy

stood up in front of him as straight as she could and the other four nice children stood up beside her.

"Now open your eyes," said Patsy, "and look closely."

The big man opened his eyes. It didn't take him long to see what had happened.

"Why Patsy—Patsy—Patsy! You're—a *Child Who Has Grown Four Ways!*—You're fat like Betsy, and smart like Jimsy, and tall like Tomsy, and quick like Nancy."

*And so she was!*

## Hotel Rates

### INTERNATIONAL KINDERGARTEN UNION CONVENTION

*Grand Rapids, Michigan, April 16 to 19*

NAME AND LOCATION		WITHOUT BATH	WITH BATH
PANTLIND ( <i>Headquarters</i> ) Campau Square	Single	\$2.25-2.50	\$2.50-3.25-3.50-4.00-4.50-5.00
	Double	\$4.00	\$5.00-6.00-7.00
	Twin Beds		\$7.00-8.00-10.00
BROWNING HOTEL Cherry and Sheldon	Single		\$2.00-2.25-2.50
	Suite		\$6.00
CODY HOTEL Division and Fulton	Single	\$1.50-1.75-2.00	\$2.50-3.00-3.50
	Double	\$2.50-2.75-3.00	\$3.50-4.00-5.00
	Suite	\$1.25 (a person)	\$2.00 (a person)
HERKIMER HOTEL 317 Division St.	Double	\$2.50	
	Special Large		\$1.75 (a person)
MORTON HOUSE Monroe and Ionia Sts.	Single		\$2.50-3.00-3.50-4.00
	Double		\$4.50-5.00-5.50-6.00
	Twin Beds		\$6.00-7.00-8.00-10.00
ROWF HOTEL Monroe and Bridge Sts.	Single		\$2.75-3.00-4.00
	Double		\$4.00-4.50-5.00
	Twin Beds		\$6.00-7.00

Reservations at Hotels should be made direct with Hotel Management. Make your reservations early.

MARY MCCORMACK  
Chairman of Committee on Accommodations  
1810 Union Blvd., Grand Rapids, Mich.

# *Educating for Parenthood*

ALICE REBECCA WALLIN

*Child Care and Home Economics Departments, Highland Park, Michigan*

MOST of the girls who go out from our public schools marry, and become not only home-makers but mothers. We have been endeavoring for some years to prepare these girls for their duties as home-makers but we have shut our eyes too long to our responsibility for preparing them to be wise and capable mothers. If one of the objectives in education is to train for worthy home membership how can we consistently neglect training for that primary duty of motherhood, the rearing of children.

Certainly we have progressed beyond the stage where we believe that knowledge and skills in baby rearing are heaven sent when the baby arrives, though I must confess, we know that even in this advanced age there are mothers who believe that it is time wasted for the public school to make a deliberate effort to train girls for motherhood, defending their stand by saying that when the time comes a mother knows by intuition what to do for her baby.

We know how unsound such a line of reasoning is by the figures which show the high percentage of mortality in infants and young children due to ignorance on the part of mothers.

Like many another community Highland Park, Michigan, realized the need for training for motherhood, and members of its Board of Education have reason to congratulate themselves because of the pioneer work they have

done in establishing, so far as is known, the first nursery school as a part of the public school system. To quote Mrs. W. R. Alvord, a member of the Board of Education, "Boards of Education usually feel a responsibility to the community and they have a regard for the reaction of the tax payers to expenditures for new projects. Never has it been easier than in this instance to justify spending money for something new, and therefore in many minds of of doubtful value, for the nursery school provides the most practical course in the high school. Every girl, whether she has children of her own or not will at some time in her life have to do with children and will need to know how to deal with child problems. The truth is that the time will probably come when problems of geometry and facts of history will fade into insignificance compared with the fact that Betty is underweight and with the problem of how to make Tommy eat spinach and carrots."

Late in the fall of 1924 the Highland Park High School established a new department, that of Child Care. It was decided to make the subject a requirement for graduation. There was considerable discussion as to where in the curriculum to put the new course, but as we want the girls to be as mature as possible, it was decided to replace the previous 12 B home economics requirement with child care. We kept away from the term just previous to graduation as that schedule was already more than full. Since a larger percentage of



students plan to graduate in June than in January, in the spring term we plan to enroll some 11 A students also.

The heads of the other departments in the high school showed their appreciation of the value of the training which the course in child care provides by excusing the girls from other classes once a month in order that the day might be spent at the nursery school. This gives the girls an opportunity to get an adequate idea of the full régime of the child's day.

The nursery school is housed in what was a private residence just back of the high school building. Very few changes had to be made in the house, one partition only having to be taken out in order to enlarge the bathroom facilities. The most expensive item was the plumbing which was installed in size suitable for the little child. The house was equipped with low tables, chairs, cots, coat lockers, etc., and other equipment necessary to carry on the activities of the child's day.

Five high school girls come to the nursery school laboratory each day and they not only observe the children but they have a chance for active participation in the activities. They have regular laboratory duties assigned, and these duties rotate, so they have a chance for a wide variety of contacts. The girls help supervise the cloak room when the children come in the morning, assist in the wash room when needed and help with the various plays, games, and domestic activities. They supervise the table setting, help with the meal preparation, and eat with the children at noon. They prepare the food for the baby and bathe the baby, under supervision.

A teacher trained at the Merrill-Palmer school is in direct charge of the

children and she is assisted by another teacher also trained at the Merrill-Palmer school.

The students come to the nursery school at 8:40 in the morning and stay until 1:30 or until the children are settled for the afternoon nap. In addition to the time spent at the laboratory once a month these girls spend a period a week in the classroom. Groves' wholesome childhood is put in their hands as a textbook and the school library has on its shelves an adequate supply of suitable supplementary reading.

Following is the list of subjects which form the basis for discussion in these weekly class meetings:

1. Educational importance of daily routine
2. Physical development of the child
3. Mental development of the child
4. Social and moral development of the child
5. Habits and habit formation
6. Behavior problems and conflict of wills
7. Positive method versus negative method
8. Place and kind of punishment
9. Factors influencing the development of the individual and relative importance of heredity and environment
10. Nutrition for the preschool child
11. Clothing for the preschool child
12. Play and work as education and their educational importance in the daily routine
13. Stories, songs, etc., for the preschool child
14. Advantages and disadvantages of the nursery school

Sixteen children of preschool age are used as laboratory material for the above discussions, but we are glad to say we include infant care in our course and we are fortunate in having a real, live baby, and not just the washable doll that most high school girls have to use in learning to bathe the baby, etc. Our baby was three months old when he came to us. He has a room at the nursery school set aside for his exclusive use. The instruction pertaining to the baby includes

prenatal care, food for the baby, clothing, the bath, and the general factors which make for the well-being of the baby.

Every girl sees a school nurse demonstrate the bathing of the baby before she is asked to attempt it. These girls feel as if they have really accomplished something very much worth while when they have been able to bring to a successful conclusion the bathing of a wriggling, slippery bit of humanity. They see how carefully the baby's schedule is adhered to, help to prepare his food and find out for themselves that while there is much more to taking care of a baby than dressing him up for admiration, a well ordered and well cared for baby is much to be desired and well worth all the time and trouble involved.

We are often asked where we get our children. They come from the average Highland Park home. We expect the parents to cooperate with us, and to have a higher ideal in reference to the function of the nursery school than that it is just a convenient place to leave the child and thus free the mother to do other things.

A fee of \$10 per month is charged for each child.

The nursery school is equipped to accommodate sixteen children at a time, and we find that number quite sufficient to furnish the variety of illustrations needed for instructional purposes. We plan to have about the same number of boys as girls, and the ages range from two or thereabouts up to five when the children graduate into the kindergarten.

In addition to our regular list of sixteen children, we have a substitute list from which we can draw when a temporary vacancy occurs of long enough duration to make it worth while to fill the vacancy. So, when Barbara went to

Florida for a month, we filled her place with another little girl who otherwise might never have had the opportunity of the nursery school experience.

While the nursery school has as its primary objective the training of the high school girls in child care, the pre-school children from the nature of the case derive just as great a benefit. It is an accepted fact that life habits are established at an early age and it is the duty of those who have children in charge to give wise direction in habit formation. The nursery school aims to give the child, by supplying the proper environment, adequate opportunity to develop his physical, mental, moral, and social nature, and to develop those traits of personality that will help him to grow into fine manhood or womanhood.

In the near future we hope to open another nursery school in order to give more girls a chance to enrol in the course in child care. There is always a large group who leave school before graduation, and oftentimes these girls are the very ones who most need a definite preparation for motherhood. It is not wise to have too large a number in the nursery school laboratory at one time so the number benefited by the course is necessarily limited. Therefore we hope, in enlarging our instructional facilities, to be of still greater use to the school and to the community.

The Highland Park nursery school is only a little more than two years old, yet we feel that it is already functioning in a most gratifying manner. If we can only give the young girl of today, who will be the mother of tomorrow, true ideals in regard to her responsibilities and a better understanding of the capabilities of the little child, we know that our efforts have not been in vain.



# *What Mothers Want*

ELIZABETH WEBSTER

*Assistant Supervisor of Early Elementary Grades, Grand Rapids, Michigan*

WHEN Grand Rapids opened the doors of one of her public schools to the three-year-old child, and invited him to attend a half-day nursery school, she embarked on an experiment which presented many problems. Prominent among these was the securing of intelligent parental cooperation. The children lived in a district of small but comfortable and attractive homes. The mothers were busy housewives, doing all of their own work and devoting themselves to their families. The fathers were railroad men and skilled factory workers. All were industrious people of high native intelligence, eager to do their best for their children and to cooperate with the school, but needing guidance and instruction. This they were willing to receive, but they had little time for reading or study. The mothers were able to supply their families with wholesome food, but they lacked scientific knowledge of food values and balanced diets. They wished their children to behave well, but they were unfamiliar with child psychology and its application to behavior problems. However, they were no more lacking in these respects than the majority of mothers of much greater wealth and education. The teacher of any group soon finds that the principles which are commonplace to her are quite unknown to many of the children's parents.

## WEEKLY LUNCHES

This group was eager for knowledge and proved most delightful to work with because, when met sympathetically, they would talk with complete frankness about their difficulties in dealing with their children and they were always ready to admit their own shortcomings. The problem therefore was one of giving them the help which they already desired. The principal of the school had devoted herself to perfecting the articulation between the nursery school and the rest of the school organization. In cooperation with the school teachers and supervisors, she had developed a plan by which, once a week, the nursery school children were served a noon meal prepared by the industrial art classes. It had been a question whether it was worth while to do this only once a week, but the results fully justified the effort and expense. The mothers were invited to come to school on this day and to partake of the same meal, which was at first served in the room where the children ate, but later in another room. This relieved the mothers from preparing the child's noon meal on that day, and gave them an opportunity to see what was given the children, how it was served, and how the children were trained in eating habits. At this time, menus which showed the various food values were given to the mothers and the principal gave them weekly instruction

in arranging proper meals for children. These instructions they endeavored to follow in planning the home meals.

The luncheon period gave the mothers a splendid opportunity to talk over their problems with each other. Also, it enabled us to learn of their difficulties in regard to other matters besides food and to give some suggestions quite informally which they later said had proved helpful. This established a friendly relation which was most valuable when presently we undertook a series of study meetings on child behavior.

The nursery school teachers were having the usual problems with the children: helplessness in dressing themselves, selfishness, disobedience, and temper tantrums. While they were making headway in overcoming these habits, we realized that we should never fully accomplish our purposes until the child was receiving the same kind of training in the home as in school. The teachers did not know how the child was being handled at home and, while the mothers were seeing some of the ways in which the child was being trained in the nursery school, they did not know the principles on which the teachers were working. Nor were the few minutes conversation, which it was possible to have with the mothers when the children arrived or left, sufficient to make clear all the habits which we were trying to establish.

#### THE HOME HABIT LIST

Therefore at one of the weekly meetings, the mothers were asked if they would be willing to keep a record of the extent to which their children were following at home the behavior habits in which they were being trained in school. They responded cordially and

a list of habits was formulated. It was necessary that this list should be short, simple, and stated in very concrete terms. The purpose was to give the mothers a limited number of definite achievements toward which they might work and a means of gaging their success. This was not expected to be a scientific nor even strictly accurate piece of work. The list was first compiled by the teachers and supervisors. It was then presented to the mothers and they were asked to criticize it for its usefulness to them. This they did quite frankly, telling the things which they felt they could not keep track of and suggesting others which they would like added to the list. When completed the list included twenty-eight habits which could easily be marked for success or failure, such as,

Keeps fingers out of mouth.

Hangs up own clothes at night and when coming in from outdoors.

Eats some fruit and a vegetable besides potatoes every day.

Does not play in street or sit on curb.

These were to be marked each day with a 100 per cent if perfect, otherwise with the number of failures. The mothers kept these records to the best of their ability for some weeks. As was anticipated, after a time they grew negligent in keeping the written record, but the objectives sought were then clearly in mind, and they had acquired a realization of the need of daily perseverance when seeking to establish habits in children. The children themselves gave evidence of the training they were receiving at home and the mothers were delighted with many of their results. One mother said enthusiastically, "This nap stuff works out fine. I put her in bed after lunch and leave her there as you said. She cried some at first, but now



she likes her nap. She isn't tired and cross now when her Daddy comes home at night but is ready to play with him." Best of all the mothers were now giving intelligent as well as sympathetic co-operation to the nursery school teachers. The list which the mothers had used had not included such items as fear, temper tantrums, and selfishness, but when they set out systematically to establish correct behavior habits they became concerned about these matters. Previously they either had endeavored to overcome such faults by punishment or had ignored them as a natural part of child behavior which would in time be outgrown.

#### PRACTICABLE HELP ON HOME PROBLEMS

When this point was reached we believed that the group was ready for some study of the fundamental principles of psychology and child training. How to present this material was the question. Our experience had taught us that what mothers want is to sit down with the teachers of their own children and talk with them intimately about the behavior of each particular child; to ask questions and to receive individual answers. What they do not want is to have some one lecture to them on theories and principles without showing them how to apply these to their particular problems. Nor are they willing to record their children's histories and activities and then turn them over to a research specialist without receiving in return any concrete suggestions for handling their own situations. As one mother said, "You tell us what we ought to do but you don't tell us how to do it." *This is their challenge and we must not ignore it.* The earnest mother wants help, but it must be practical help which can be applied directly and immediately

to the case in hand. The teacher herself must be prepared to supply this help if she is to retain the faith and confidence of these mothers who have committed their children to her care. The research worker has her function, a most necessary and valuable one. The teacher's function is equally valuable but it is a different one. The two must work together. Both kinds of work cannot be performed by the same person at the same time. The teacher's part is to take the findings and the authority given her by the research specialist and use them in diagnosing and remedying her particular cases, also in instructing fathers and mothers. The teacher needs more help from the specialist in regard to problems in the home than she has been receiving. She is nearer to the home and the mother than any other person and should be prepared to give assistance with home problems.

#### THE SYMPATHETIC APPROACH

It is entirely possible for the child to behave very differently in school from the way he does in the home. Quoting again from a young mother: "Why are children good in school and act like little devils the minute they come home?" These mothers are truly puzzled, and we must be able to tell them why, or show them how to find the "why" for themselves. And we must meet them with such understanding and true sympathy that they will not be afraid to ask the question which is ever in their minds. "What can I do about it? How can I overcome this fault in my child?" This is the thing they are eager to ask. When facing a group of mothers at a meeting how often do we find them listening with rather expressionless countenances until given an

opportunity to talk themselves about their own children. Then their faces light up and a few of the hardy spirits speak at once. If these receive a few helpful replies, soon the whole group is sitting up in their chairs and edging a little nearer. Then even the most reticent ones can no longer contain themselves. Sometimes the question comes like an explosion: "My child does so and so. Now what can I do about that?" Or perhaps a hesitant little mother will wait until all the others have gone, and then she will open her heart to the teacher alone. Our teachers must be able to answer these questions squarely and intelligently. The answer may not always be the best one, but it must be one which is reasonable and possible of application, something which the mother can try for herself and then report the results for further discussion and help. The mother must feel assured that the teacher sincerely shares her sense of responsibility for her child's welfare.

#### MUTUAL BENEFIT

The teacher needs as well to learn from the mother. Only she can throw light on some of the traits in the child which the teacher finds so hard to understand. As the teacher learns more of the child's history and daily home life, his special tendencies and reaction habits, her power to understand and help that child will increase a hundred fold.

Our experience with groups of mothers of many different types has confirmed our belief that, if given the right opportunity, nearly all mothers will meet the teacher with a frankness and confidence which places upon her both honor and responsibility. How to provide this opportunity for this particular group of

nursery school mothers was the question we had to answer. As the principal felt that she could no longer give the time each week to the mothers' meetings, we were asked to take over the responsibility of these and to help the mothers with their behavior problems.

#### INDIVIDUAL READING

It seemed out of the question to ask these women to do much individual reading. They were willing, however, to do some. Therefore a half dozen copies of *Training the Toddler* by Elizabeth Cleveland were purchased and loaned from one to another of the group. This book was divided into topical sections and used as a basis for fifteen meetings held from January to June. Though this was the only book placed in the hands of the mothers they received the benefit of many more through the contributions of the group leaders. The meetings were held in the school every Wednesday morning from ten to eleven or eleven-thirty. The school luncheons for the mothers had now been discontinued and these hours enabled them to reach home in time to prepare their children's noonday meal.

#### GROUP DISCUSSION

At each of these meetings one section of the book was reported by some mother who volunteered for this service. The other mothers were requested to read the same section if possible, but more particularly to bring to the meeting their own personal problems relating to the topic to be discussed. This kept the discussion within limits and enabled the leader to thoroughly prepare herself beforehand. These leaders were persons other than the mothers. The nursery school teachers had charge of some



meetings, the supervisors of some. The special speech director of the city led the meeting on language, and a woman physician talked with the group on the early sex interest. These meetings were most informal. After the reporting mother had given the gist of what she had read, the leader usually presented a few principles of child guidance which she illustrated with incidents from the nursery school or from experiences with other children. The greater part of the time however was always devoted to a free discussion of the personal problems of the mothers. These they brought most freely and showed little reticence in admitting their difficulties and acknowledging their own faults. The leader was kept constantly on the alert in order to keep the conversation within bounds, to answer the questions, and to bring out the principles and applications which would be most helpful.

The following conversations are typical:

*Mother:* "H. doesn't want to eat his meals lately."

*Leader:* "Does he ask for anything between meals?"

*Mother:* "Yes, especially cookies or candy."

*Leader:* "That is the trouble. Give him a piece or two of candy only after he has eaten all his lunch or dinner and nothing between times."

*Mother:* "I guess I'll have to cure myself of eating candy between meals first. When he sees me eat it, of course, he wants some."

This was followed by a discussion of the way a child learns both good and bad habits by imitation.

*Mother:* "My boy said, 'The children will never clap for me for lacing my shoes, because you don't buy me any laces with ends on them.'"

The laces had by then been purchased but the story was enlightening to the rest of the group.

*Mother:* "How shall I get obedience? I tell J. to put on her shoes after her nap. She walks around and says, 'I'll pick up these blocks first.' I say, 'Put on your shoes, J.' Then she says, 'Don't you want me to put these books away, mother?'"

*Leader:* "J. is putting one over on you. She is playing a game of seeing how long she can avoid putting on her shoes. Next time say, 'If you are not ready to put on your shoes you will have to go back to bed.' Then if she does not do it, put her in bed in spite of crying. As soon as a child knows that you mean what you say, she will obey if your commands are reasonable and few in number."

*Mother:* "Spanking is the only thing that does my boy any good."

*Leader:* "What are you going to do when he is too big to spank?"

Then followed suggestions as to the use of measures which will continue to be effectual as the child grows older, such as letting the punishment be the logical outcome of the act.

#### THE TRAINED LEADER

The leader's part was always to help the mothers make the application of a few fundamental principles to the varied and particular situations which they presented. This is the place where mothers want help, and it is exactly the point at which we have often failed to give the help needed. Psychological principles are new to the majority of young mothers, even those who are college bred, and we cannot expect them to make their own application of these without guidance. Every effort was made to secure reports from the mothers as to the success of the suggestions

offered. When they proved unsuccessful, we tried to delve further into the cause of the difficulty, to secure more expert advice, and to find better remedies. The leaders did not profess to be infallible in their suggestions. They knew that what succeeds with one child will not always succeed with another because of the different factors involved. They sought only to make the mothers feel that they were studying their problems with them, giving the best they knew, but always striving to learn more. Thus teachers and mothers became students together with inestimable benefit to both.

Unless the habits which we seek to establish in the nursery school as the foundation of all good citizenship are carried into the home through co-operative work between mother and teacher, the nursery school cannot accomplish its avowed purposes; nor can it justify itself from the standpoint of money taken from the public treasury. But the cost is none too high if we can reach our goal. When parents and teachers learn to follow the same sound principles in dealing with the child, he will no longer be torn between two conflicting forces. His personality will not be disintegrated by his effort to behave one way in one place and a different way in another. His life will then become unified, and in time he will learn to base

his actions on principles of right doing rather than on his skill in meeting the various moods and commands of those in authority over him.

#### FINAL RESPONSIBILITY WITH PARENTS

The nursery school equipment may be ideal; the teacher may have the wisdom of a Solomon; she may be far better fitted to train and care for the child than the mother herself; but it is to the mother that the child returns for care, influence, and nurture, and we must not break the bonds between them. The mother is the only one who will remain with the child continuously through all his growing years. Unless she learns to use right principles in dealing with him, he will suffer and half the work of the school will be undone. The nursery school teacher (and I would like to say every teacher) must accept the responsibility of giving parents the help they want in training their children. That which she herself is unable to give she must supply through those who are equipped to provide it, the physician, the psychologist, and other specialists. But it is the teacher who stands nearest to the child and his home. It is to her care that mothers have committed their most precious possessions, their little ones, and from her they feel they have a right to expect help and guidance. Our teachers must not fail them!

# *A Home for Our Children*

RUTH W. WAGNER

*Evanston, Illinois*

TO HOUSE adequately and provide proper environment and play material for a growing family of children is no small problem to the modern parent. If the "head of the family" is a professional or a salaried man of moderate income, there is need of much ingenuity and many sacrifices. When we find our house it may lack much we thought we required. Father will probably have to walk several blocks to and from work. Mother will not have a shiny, modern kitchen, and the living room may not be entirely trimmed with white enamel or handsomely furnished.

The first step is to know what is essential for little children and to obtain it, then to know what is ideal for their development and try to approach it. Having in mind our three children between the ages of one and five, we started our search for a home. We had first owned a house with too small a yard, then a house which, though "modern and charming," had much too small floor space and made work hard and everybody irritable.

## ESSENTIALS IN A HOME FOR CHILDREN

Our oldest little boy was at the National Kindergarten College Demonstration School. "Mother" began taking a morning class, and with this help we selected our permanent home and began to provide equipment. We were most fortunate in finding a rather large house

about fifteen or twenty years old. Its unattractive exterior is soon forgotten on entering the house as it has large open rooms, a fireplace, and a huge built-on sun parlor, heated and provided with storm windows. This room opens with a large glass door from the dining room near the kitchen. It is an ideal playroom, twenty by fifteen feet, south and east exposure overlooking the garden—window-seats extend the full length of the south side. The sun parlor was one of the main points considered in buying the house.

There are four corner sleeping rooms and we hope later to build a sleeping porch over the sun parlor. The kitchen is big enough so that the children may help without being underfoot; the pantry is large also.

The house stands on a hundred foot lot where values are rapidly increasing, on the fringe of a very high grade residential district. The "properties" of our lot are four huge elms, a Christmas tree in the front yard, a red maple, an apple tree, a pear tree, and a cherry tree in the garden for climbing; currant, raspberry, and gooseberry bushes; an asparagus bed, a vegetable garden with a perennial border, besides many kinds of flowering shrubs; and a wide lawn space for ball, croquet, or tennis.

## IDEAS FOR EQUIPMENT

The place so nearly answered our idea as to essentials that we bought it and



moved in. Then we began to use all our spare time in making and providing equipment. Each talk at the National Kindergarten and Elementary College



"OUR CHILDREN"

brought new ideas. We had for our playroom: Kiddie-Kars, a small cart, doll carriage, table and chairs, and three large wooden boxes. We used the discarded clothes shutles from a washing machine as slides and as inclines for Kiddie-Kar traffic. We sawed small blocks from white pine, four by fours, in twelve-inch lengths. We cut the black walnut pedals of an old organ into charming smooth smaller blocks. We painted large and small Dextri Maltose cans in bright colors to pile into towers or to use, (the large ones at least) as seats. We bought large parcels of colored kindergarten paper and provided scissors and flour paste.

Father made an easel with a black-board on both sides at different levels and supplied chalk, brushes, and calci-

mine paint. We bought a piano and put it, not in the living room, but in the playroom, and used the recommended book of folk songs. Outside, Father built a large sand-box, a double frame for a swing and trapeze, and a play house—after the children had long struggled to build their own out of large packing boxes.

#### BEAUTY IN OUR HOME

Now that the essentials, and perhaps more, have been provided for the children, we are working to bring some beauty into our rooms, by making curtains, painting furniture, and re-upholstering the shabbiest of our belongings. Within the next year or two we shall paint the house and then gradually re-decorate.



A CORNER OF THE "HOME"

#### THE CHILDREN'S RESPONSE

The response the children are making to the surroundings we have provided,

solves many problems of management. They have plenty to do and most of their play is constructive. Outdoors, "four and one-half years old" climbs all the



THE PLAYHOUSE AND SAND BOX

trees and "three years" is only a few branches below him. "Three years" turns herself on the trapeze and hangs by her feet. "Eighteen months" swings herself. "Four and one-half years" knows most of the flowers and the birds, and can tell much of the habits of numerous bugs and caterpillars unknown to us grown-ups.

Indoors, our kitchen is big enough so that the older children can help by setting the table and wiping dishes. All cooking processes are watched, and as we have been making our own bread, the children make their biscuits and enjoy

experiments with shapes and seasonings. The painting and drawing easel has produced strange animals and meticulously drawn five-fingered men, a baby in its bed (almost in perspective), and boats upon rough water. We carry out baskets full of "cuttings" and the character of the things cut gets clearer, engines now have wheels, cow-catchers, bells, "humps," and even couplings. There is much building with blocks and boxes and trains of carts loaded with baggage and children. We are a busy, noisy household, but nervous tension for



THE SUNNY PLAYROOM

Mother and over-excitement in the children is growing less. We are beginning to enjoy each other thoroughly in this "home for our children."

# *The Kindergartner as a Community Worker*

MARY C. SHUTE

*Teachers College of the City of Boston, Boston, Massachusetts*

PREPARATION of students for community work is the common objective of many parts of our three-year kindergarten-primary course. In our City Teachers College the problem is a very specific one. A large majority of our graduates teach in the Boston schools where the conditions are well known to me and can be definitely prepared for. Boston is one of the larger cities to yield to the economic necessity of establishing two sessions for its kindergartens, a fact which has meant that through our nearly forty years of public kindergartens we have been able to maintain at high level our work in home visiting and mothers' meetings. Even now that we are rapidly moving on to the two-session basis we believe so strongly in the value of this community service that a special plan is being worked out by which each kindergartner will have one afternoon every other week for her visits, and at least three mothers' meetings a year will be held in each kindergarten.

Knowing that this especial duty (far more a privilege than a task) lies before our graduates, I try to let various phases of their work contribute towards their preparation for it, though our full discussion is not taken up until the third year.

In the fall of the Freshman year we have a course of about thirty hours on

the psychology and care of the first two years of child life, two reasons for which are immediately made clear to the students; namely, that *all intelligent handling of their four to six year olds in kindergarten and first grade must grow out of what was done for them at the very outset of life* and that their relation as teachers to the mothers of their school community will make it possible to offer helpful suggestions about the younger ones at home which will mean better kindergarten children within the next few years.

This course is made as practical as possible, with much outside observation of babies, discussion with their own mothers and the mothers of the babies visited, and careful study and class reports of such topics as food, sleep, clothing, nursery, habits, etc. Books are consulted, magazines and papers are scanned for articles, delightful baby scrap books, full of pictures, articles, and comments are compiled. The work culminates in a "Baby-Care Exhibit" lasting for several days, to which parents, kindergartners, and students who are preparing for elementary and secondary work, are invited. *As this exhibit grows up annually out of the desire to share discoveries and achievements with others*, it varies in character from year to year, though the Baby Books generally form the center of interest. One year a very



complete layette was made by the whole group of which the girls were inordinately proud; last year a miniature nursery, porch, and playpen were fashioned, and a lovely baby doll perfectly dressed. Both layette and doll were later given away where they would be of real service. This year a layette was borrowed, an exhibit of correct and incorrect toys was presented, books and magazines dealing with the care of babies were arranged, and a delightful series of posters was made and hung suggesting essential features of a baby's day. These were afterwards given to the teacher, in our city system, who is privileged to give two talks each year to all our eighth grade girls on the practical details of baby-care, a disposition of them which means that some thousands of girls have shared in and enjoyed our work.

A visit made to one of our finest health centers, with especial attention given to the baby clinic, served to open the girls' eyes wider than ever before to the varied needs of these earliest years, an impression deepened later during our study of the two to four year period by visits to the Ruggles Street Nursery School and Miss Caldwell's Play School for Habit Training.

With this work as a starting point frequent reference is made throughout the first and second years to problems of home and community life which come to our notice, and in the second year a brief study is made of the history and functions of the family, and the problems of modern family life, in connection with our study of the great human relationships which play so large a part in the kindergarten curriculum. This plan means, as you will see, *a reiterated emphasis throughout the earliest years, which*

*furnishes a good background of experience for the course in Child Welfare of the third year.* This is a thirty hour course, and opens with a listing of the various problems of individual, family, and community life discovered during the two previous years, but not thoroughly organized up to this time. The lists are compared, expanded, and classified sufficiently to enable us to see the problem confronting us, and the question "How shall we find out how to meet these problems?" has so far always brought the response, "Why can't we choose different ones and report on them individually or in groups?"—a plan which has met with success. Certain problems of health are ruled out because already covered in the hygiene course of the second year, but otherwise a very free choice is allowed, for I feel that it brings better results to let the students select a topic which appeals to them even if some quite important subjects entirely fail to find an advocate! The range always proves to be wide enough to teach us much, and to set before us many open doors to service. Among the topics reported this year were the following:—

The housing problem; child labor; the deaf child; the child with speech defects; the feeble-minded child; cruelty to children; psychopathic or behavior problems; the crippled child; the children's homes and orphanages of our city; and the Legal Aid Society.

As far as possible *each student visits the institution or home caring for her type of problem, or the special public school class to which such children are sent*, and the class reports of such visits, illustrated with pictures whenever possible, are full of interest. The girls this year visited our public school classes for the deaf, for

children with speech defects, and for the feeble-minded, and also went to the offices of such agencies as The Legal Aid Society, The Home for Little Wanderers, The Massachusetts Commission on Child Labor, The Society for the Prevention of Cruelty to Children, etc. The reports indicate wherever possible the way in which the teacher is likely to discover the handicap (e.g., the strained look on a deaf child's face), the means which should be taken in the classroom to meet the situation, the agency or school to which to advise the mother to go for further help, and as full an account as possible of the work done by said school or agency. Naturally the girls differ in their power to present such topics, but I can honestly say that not an uninteresting report was offered, while many reports were delightfully given. The girls themselves reported a greatly widened outlook, and came back from the practice period directly following these reports with many interesting illustrations of handicaps more easily recognized and more wisely dealt with.

While these reports were in process of preparation, Arnold Gesell's *Preschool Child* was read by each student, with especial emphasis on the chapters dealing with handicaps; parts were discussed in class, and a review was written.

All this *work on special situations or handicaps was seen by the girls to tie up very closely with their home visiting*, as in practically every case such a handicap would have to be talked over with the mother, and of course certain handicaps, such as the foreign parents' need of legal aid, or the mistaken zeal for putting older children to work, could not be discovered except during the friendly visit which gives the kindergartner an oppor-

tunity for service which many a social worker envies!

As a further help to the question of home-visiting and its correlate, the mothers' meeting, the invaluable pamphlet on these phases of our work, prepared some years ago by a committee of Boston kindergartners, was carefully studied and discussed in class, and the girls contributed their own rather limited experiences as student teachers in visiting their children's homes, and in helping at mothers' meetings, thus getting at some of the practical problems of "how to break the ice," and "how long to stay," in a very satisfactory manner.

*After this reading and discussion each girl was asked to plan in writing two mothers' meetings*, one to be a party at one of the holiday seasons, the other to be an educational meeting. In connection with the first, the following points were to be covered: the location of the kindergarten and the number of guests expected was to be stated; a suggestive invitation, simple enough for the children to have a large share in its making, was to be prepared; the refreshments were to be selected and their prices worked out; the decorations of room and serving table were to be described; the entertainment was to be carefully planned; and provision for the care of the children was to be arranged. The results were interesting and full of individuality, one girl working out an excellent patriotic program to be put on by the children, another writing an interesting and yet simple little May-day pageant for her group of children, and others planning games and programs in which the mothers could participate. The refreshment plans caused us considerable hilarity as they ranged all the way from

the simple cup of tea and a biscuit to ice-cream and strawberries and cake so lavishly provided that we felt the meager "first salary" would need to undergo a stretching process to meet the expense!

The requirements for the educational meeting were to select the speaker and outline his talk. School physicians and nurses predominated, but I was glad to find that Quimby of radio fame had no monopoly of the slogan "You might as well have the best!" for among our modest choices were Dr. D. A. Thom of Habit Clinic fame, Abigail Eliot of "our" Nursery School as the girls call it, our own Emilie Poulsson, and even Angelo Patri! Well, why not? In my heart I blessed the young folks who were not afraid to want the best!

There is one last bit of work to speak of,—*the study of one kindergarten neighborhood in which the student has worked*, to discover the types of homes, the number and variety of stores, the public buildings and churches, the danger spots and the places or influences that would

help the children—or, in our terminology, "the things which would lift and those which would drag down!" These were prepared first in the form of lists and were carefully discussed and afterwards were mapped or charted in such a way as to make a more rapid and emphatic appeal to the eye. This piece of work makes it necessary really to know the neighborhood in which one works, especially in its effect on little children, and certainly serves to suggest a valuable method to follow when teaching days begin.

As you will see, this could never be called a formal study of sociology, though books on that topic are of course consulted in the second-year study of the family; it is instead as practical a survey as we can make of the actual problems to be met in kindergartens and communities, with suggestions for their solution, to the end that our teachers may recognize their responsibility not only for the classroom hours of their children but for the full round of their little lives.

### BUREAU OF EDUCATION CHILD STUDY MATERIAL FOR PARENTS

The Bureau of Education has assembled references to answer many requests from parents of young children. All the topics for which references are given may not be of interest to each parent. In that case material may be selected which best fits present needs and new interests may arise from glancing over the several headings under which the material is grouped. These groupings cover:

1. Fiction which gives a child's point of view in many situations.
2. Books dealing with the mental and physical growth of young children written in a non-technical style.
3. Material giving the modern school point of view regarding the education of young children.
4. Miscellaneous references for play materials and educative activities.

For further information write the Bureau of Education, Department of the Interior, Washington, D. C.



# *To Simplify First Day Problems*

EDITH STEVENSON

*Ames School, St. Paul, Minnesota*

FIRST impressions, how tenacious, especially those of the little child; and how important that they be happy and right. In these days of freedom and natural living in the kindergarten, the question comes with each beginning class, "Is there not some way of eliminating the technical preliminaries, so essential to a large system, and so wearisome, when one happens to be only five years old?" After waiting months for enough birth-days to permit one to enter that charmed circle, what an ardor dampener it must be, that first morning, to have to "wait mother's turn" to answer all sorts of uninteresting questions, so important to adults and not at all important to one eager to go and play. It is all so different from the expectations. We see the little illumined face become serious and shadowed, the lovely enthusiasm fade, and it is a much sobered small person who finally enters the playroom. He could not explain just what had happened; everything was all right, but it had not been his idea of "starting school." Of course the feeling wears away, with no serious damage done, but how fine if there might be a more natural coming in.

## PRESCHOOL SOCIAL FUNCTION

When the Parent-Teacher Association president and our principal proposed

meeting the prospective patrons and pupils of the kindergarten, at a preschool function of a social nature, and at the same time bring to the mothers the realization that only through concerted effort can the problems of child welfare be more nearly met, it seemed that possibly the psychological moment had arrived for simplifying our *first day* situation. And so it proved. The plan having been carried through, we felt it to have been so worth while and withal so delightfully pleasurable, we have adopted it as a part of our regular procedure each semester. We will have another "party" in June for the September class. We pass our experience on, for what it may be worth, to others interested in similar problems.

After our principal had made the usual building canvas for eligibles for the February kindergarten class, the mothers and children were invited to spend an afternoon (the first week in January) at school. The mothers came as guests of the executive board of the Parent-Teachers Association and the children as kindergarten guests. That the little strangers might not be overwhelmed by numbers, the regular class was divided, the associate teacher taking part of them to the gymnasium for the free play period, all coming together later for games and "the party," which, by the way, was most simple.

## INSIGHT INTO SCHOOL SITUATION

As they arrived, the guests were taken by ushers to a room specially prepared for them where wraps were taken care of, the children weighed, measured, and examined by the nurses, before being brought to the kindergarten. The mothers remained to receive the required record blanks, which were to be returned in February, and to have short conferences with the nurses. They were then invited to visit the kindergarten, become acquainted with the principal, with each other, and with the kindergartners. The informality and freedom from the usual clerical work incidental to registration enabled us to establish a bond of comradeship, such as we have never had before. Much valuable insight concerning preschool life was acquired which saved time and energy in making child study records. Mothers, observing their children's reaction to the new situation, were able to meet our suggestions for their help with appreciation and understanding. They saw our "group situation," and much of the personal element evaporated. While the children had games and their party, the mothers returned to the executive meeting, where informal, minute talks were given and refreshments served. The president of the Parent-Teachers Association urged their membership and presented the vital need of cooperation and community service. The school principal talked on the importance of forming habits of regularity and punctuality; how laxness in those habits carries over into every phase of life. The school nurse spoke of the importance of physical fitness and proper health habits, and the dental nurse of the care of the teeth. The kindergartner

brought forth a few difficulties of "the beginner," which, while seemingly small matters, when multiplied by thirty or more, loom rather large. Diction and enunciation can be helped greatly in the home by the mother, also the mitten and overshoe problem—an identification mark saves many a tear. To be able to speak of these matters to the group of mothers conserved time and notes. Just before the dismissal hour, the ushers took the small visitors back to mother to prepare for home. We had a lovely time, the seeds were sown; what of the harvest?

## HAPPY "FIRST DAY" RESULTS

The first day of the new semester the children were there one hundred per cent with registration cards ready. No mysterious questions from the grown-ups. They came to play and they played the minute they came. Nervous strain had been reduced to the minimum.

One quaint little fellow came alone, with the salutation, "Hello! Here I am." He came with the sense of belonging and not as a stranger in a strange land—and all through one little party!

One of the mothers reported that her little girl had talked of the *first day* continually, saying that morning, "Well, mother, the big day is here at last!" And it is a big day, one of the big ones of a lifetime, that first venture into the world all by oneself.

It was a day of unalloyed happiness, anticipated and fulfilled. The keynote of school life had been struck. Mother had been there with him; the gap had been bridged; she learned just what we do and how we look. They experienced a day in school together and they still spoke the same language.

## *As They Do It in Terre Haute, Indiana*

Terre Haute teachers find the following printed slips *simplifiers of the first day problems*.

### TERRE HAUTE PUBLIC SCHOOLS

#### PRIMARY DEPARTMENT

*Blanche Fuqua, Supervisor*

Dear Parent:

The morning sessions of the kindergarten are from 9:00 to 11:00.

The afternoon sessions of the kindergarten are from 1:15 to 3:15.

If your child is five years old on or before April 1, he should be enroled in the kindergarten at the beginning of the term.

This is why you should send your child regularly to kindergarten:—

#### BECAUSE

The kindergarten is a cheerful place that will always be remembered as giving happiness.

The kindergarten will help establish habits of cleanliness.

It will work for good health and good citizenship. It will develop independence and responsibility in your child.

It will give opportunity for good physical development.

It will extend and enrich the experiences of your child by excursions and trips.

It will provide experiences that are the foundation of reading, arithmetic, geography, literature, and art.

It will enrich the life of your child through stories, pictures, work, and conversation.

It is the bond between the home and the school.

We want your child to be enroled in our school.

We want you to visit our kindergarten at any time.

---

Signature of Teacher.

### TERRE HAUTE PUBLIC SCHOOLS

#### PRIMARY DEPARTMENT

*Blanche Fuqua, Supervisor*

Dear Parent:

I. The time schedule for the primary grades is as follows

Morning Session	Afternoon Session
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Bell 8:25	Bell 1:10
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Tardy Bell 8:30	Tardy Bell 1:15
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Dismissal 11:30 First and Second Grades	
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Dismissal 12:00 Third grade	
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Dismissal 3:15 all grades	
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II. Age for entrance into 1B—If your child is 6 years old on or before April 1, he should be enroled in school at the beginning of the school term.

III. It is important that you impress the child with the fact that school in his business in life and that it comes first in importance.

It is important that you visit the school often and know the principal and your children's teachers.

It is important that you make home conditions favorable to getting the most of school. The essential things are to see that the child goes to bed early and gets up in time to eat a good breakfast before school, to start out early enough, to provide his necessary supplies at once, to see that he is regular in attendance and to make him feel that you consider school first in importance.

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Signature of Teacher.



# *The School Beautiful*

RUTH TRAVIOLI

*Davis Park Kindergarten, Terre Haute, Indiana*

IT IS unquestionably a fine thing to surround children with as much beauty as possible in their first years in school, so when it became possible for us to move from our basement room to an upstairs room we decided that it should be as beautiful as

carpenters connected it by a wide archway with another room which we use as a workshop and storeroom. Large cabinets built in this room give each child an individual locker and provide storage place for blocks, supplies and children's work. In the second place



"TEA FOR TWO" AND EVERYONE ELSE TO HIS OWN TASTE

effort and good principles of decoration could make it. The room is a northeast one with four east windows and blackboards on the south and west walls. In its unadorned condition it was as nearly bare of beauty or character as a schoolroom could be. In the first place it was not large enough, so the school

the buff walls of the room needed redecoration. Our furniture was painted gray and blue which did not harmonize with the color of the walls. We had to plan an entirely new color scheme. The art supervisor suggested painting the furniture lettuce green with decorations in lavender, a rich yellow tone for the walls

and a soft grayish green linoleum for the floor.

The tables were some which had been discarded by the first grade but they proved just what we wanted (about 20 inches high, 48 inches long, and 24 inches wide, with two drawers). The school painters gave them two coats of lettuce green enamel and we made the decora-

poems suggested the design on the victrola front and will suggest the happy times the children will have in listening and responding to its rhythms.

Apple green theatrical cloth one yard wide was used for the curtains with a twelve inch border of deep yellow linen combining the green of the furniture with the yellow of the walls. The



SOME NIGHT THE BUNNY RABBITS MAY EAT UP THE ATTRACTIVE LETTUCE GREEN TABLE

tions from interesting pictures of children at play. The illustrations in *Happy All Day Through*, a Volland Book, have always interested the children and we have attempted in the decorations on the tables to make these color harmonies real to them. The tables, chairs, sand-box, play apparatus are all a part of the color scheme. A cover from a book of

prosaic teacher's desk and homely wastebasket are decorated with pink, lavender, and yellow tulips. Ten tables, forty chairs, one wastebasket, one sand-table, a screen playhouse, two large chairs, a child's victrola, all the play apparatus, and the teacher's desk add their color to the general plan.

We have created a thing of lasting

charm, a room full of color as a pleasant setting for the work of the eighty children who will live in it this year.

## COST OF MATERIALS

2 gal. lettuce green enamel, celluloid finish.....	\$7.50
$\frac{1}{2}$ gal. Valspar varnish.....	1.90

$\frac{1}{2}$ qt. white auto enamel mixed with Prussian blue and Alazarin crimson for lavender.....	1.80
$\frac{1}{4}$ pt. black Cycel enamel.....	.35
18 yds. curtain material.....	9.00
4 yds. yellow linen.....	2.80
Curtain rods.....	.90
Total cost.....	<u>\$24.25</u>



BEAUTIFUL MUSIC MADE MORE BEAUTIFUL BY A BEAUTIFUL SETTING

Good-morning, Life—and all  
 Things glad and beautiful.  
 My pockets nothing hold,  
 But he that owns the gold,  
 The Sun, is my great friend—  
 His spending has no end—

—William H. Davies



# *The New and Notable*

## *A Letter from London*

The Froebel Society and Junior Schools Association of Great Britain sends good wishes to all kindergartens throughout the world.

This Society continues its work on behalf of all teachers of children under twelve years of age. These teachers fall into three groups: nursery school, primary schools or kindergartens, and private school teachers.

Of the nursery schools there are now twenty-six established either by local educational authorities or conducted by voluntary committees. Eleven of these are in London and fifteen in the Provinces. In addition there are one hundred and ten day nurseries. The Froebel Society recognizes that this number of nursery schools is most inadequate and is giving help in propaganda work amongst educational, medical, and social societies.

In the primary schools and kindergartens the process of the work can be seen by noting the number of candidates entering for the National Froebel Union Teachers Certificate. In 1924, there were 1,390 candidates;

in 1925 there were 1,451 candidates and in 1926 there were 1,492 candidates. There is a closer connection now between teachers in the free schools and those in kindergartens attended by paying pupils. The Board of Education now recognizes kindergarten teachers holding the National Froebel Union certificate, if trained in a recognized college, as eligible for posts in the primary schools; and teachers, holding the board of education certificate, sometimes take the additional qualification of the National Froebel Union teachers certificate. The training colleges are full, with waiting lists of students.

In the private or independent schools, pioneer work is being done unhampered by outside authority, the red tape of which sometimes hinders free experimental work.

Finally, as representing the Froebel Society Council, I would like to add that always I shall be glad to welcome here any visiting teacher to London and to put her in touch with schools and colleges in London.

M. GERALDINE OSTLE.

## *Kindergarten-Primary Education at the Coming Boston Convention*

The National Council of Primary Education and the National Council of Kindergarten Supervisors and Training Teachers will hold three joint sessions, February 27, 28, and 29, at the Boston Convention of the Department of Superintendence of the National Education Association.

Lucy Gage, president of the National Council of Primary Education will preside on February twenty-seventh. The theme

of the conference is *Better Understanding of Creative Activities from Administrative and Classroom Viewpoints*. Speakers include Julia Wade Abbot, John Almack, Kate Kelley and J. L. Meader.

Caroline W. Barbour, president of the International Kindergarten Union and chairman National Council of Kindergarten Supervisors and Training Teachers will preside on February twenty-ninth.

The theme of the session to be *Significant Trends in Early Elementary Education*. Speakers: J. Mace Andres, Patty Smith Hill, Eugene Smith, and Ruth M. Streitz.

The central theme of sessions on February twenty-eighth is *food* for there will be a joint luncheon-session, and a kindergarten

dinner. Lucy Wheelock is in charge of the dinner which celebrates fifty years' growth of kindergarten education in the United States. This promises to be a memorable occasion—the list of speakers includes heads of national organizations, and nursery, kindergarten, and primary leaders.

### *Convention of the Kansas State Kindergarten Association*

Lura Louise Cockrell spoke of *The Creative Use of Language by the Preschool Child* and Rosamond Losh on *Language Projects* at the meeting of the Kansas State Kindergarten Association. Lulu McKee was re-elected as President of the organiza-

tion. The Association is effecting a re-organization which will mean closer cooperation with the International Kindergarten Union on such problems as are common to the two associations.

### *Personal-Professional*

Abigail Eliot, director Nursery Training School of Boston, is on leave of absence this year making some special studies of children under the direction of the Harvard Graduate School of Education.

Sarah Campbell comes to the Kindergarten-Training Department of Ashley Hall, Charleston, South Carolina, as Supervisor of the first three primary grades, from the Atlanta Normal Training School, Atlanta, Georgia, where she was first grade critic teacher.

The Chicago Teachers College has this year added to its staff Frank D. Slutz, formerly of the Moraine Park School, who is serving in an advisory capacity to the Children's School and as a lecturer in the College. Margaret Cooper, formerly of Mankato Normal is now Director of the Childrens School and teaching in the College. Grace Brinton, of the University of Chicago and Columbia University, is serving as Dean to the students and giving the home-making courses while getting her degree of Ph. D. in home economics at the University of Chicago.

This year there have been more changes

than usual in the faculty of the Oberlin Kindergarten-Primary Training School because the institution is approaching the point where all of the critic teachers will be women with degrees. There are three new primary critic teachers in the Oberlin public schools with which the work of the Training School is affiliated,—Madeline E. Maybauer, Edith A. Stevens, and Vera Marguerite Reed. They all have degrees from the University of Chicago.

The following kindergarten critic teachers have been granted leave of absence to study at Teachers College, Columbia University: Gertrude McPherson for the year, Helen McLean for the first semester, and Neva West for the second semester. Taking their places are Mae Simmons, a graduate of the West Normal School at Canyon, Texas, Verda Hayden who has just had a year of study in the School of Education at Harvard, and Margaret Johnson: all are teachers of training and experience.

Lura I. Whitney, supervisor of kindergartens, Toledo, Ohio, spent last summer in Norway. She says, "I could not help but feel a warm and curious interest in the

children who lived in the land of the long Polar night and long day, both of almost three months duration. It seems a cold and austere environment for childhood—no green grass, no garden spots, the tall masts of the many fishing schooners the only

substitutes for trees. The little girl, whom we photographed, had seen our big ship in the harbor and, dressed in her picturesque native costume, had come down from her home on the mountainside to see the strange people from other lands."



FROM HER ISOLATED MOUNTAIN HOME IN NORWAY



# Current Magazine Index<sup>1</sup>

IF PARENTS ONLY KNEW

LETTERS FROM A SCHOOL TEACHER

By Elizabeth Cleveland

This is the second of a series of illuminating articles which is the outcome of the author's close association with parents and pupils during her years of successful teaching. It sets forth the various ways in which progressive homes may cooperate with modern schools. Following this chapter on "Command of Fundamental Tools and Processes" will appear one on "Worthy Home Membership" in January. Later chapters are devoted to "Vocation," "Recreation," "Citizenship," and "Character." Fathers and mothers, as well as parent-teacher associations, will find the series interesting and valuable.

*Children*, December.

CHRISTMAS SHOPPING FOR THE CHILD

By Persis Leger

Specific suggestions of value in the selection of presents for children.

*Hygeia*, December.

SPARE THE CHILD AND SPOIL THE ROD,  
REVERSING SOLOMON'S JUDGMENT ON  
THE UNRULY CHILD

By Winthrop D. Lane

A very good discussion of punishment in the home, giving the correct quotation from Solomon as "He that spareth his rod hateth

his son." "Reputable mental hygienists" are quoted as saying of corporal punishment, "Use it only when you have to, and then use it wisely."

*Delineator*, December.

THE ORGANIZATION OF KINDERGARTENS  
IN LARGE CITIES

By R. E. Rutledge

This is a report of a study made by sending questionnaires to 67 cities in the United States with a population in excess of 100,000. 57 replies were received or 85 per cent. Of these, four had no kindergartens and one was just organizing them. The article summarizes the answers from the 52 cities under four phases—1. Age limit for kindergarten enrolment, 2. Plan of organization, 3. Arrangement of sessions, 4. Sizes of classes.

*Educational Administration and Supervision*, November.

SOME OBSERVATIONS OF INFANT LEARNING  
AND INSTINCTS

By P. P. Brainard

This presents careful observations of one child with the activities classified under reaching and grasping, walking, talking, and laughing. He finds three sources of environmental influence, namely "nutrition, pleasure-pain, and social stimuli."

*The Pedagogical Seminary and Journal of Genetic Psychology*, June.

TIEDEMANN'S OBSERVATIONS ON THE DEVELOPMENT OF THE MENTAL FACULTIES OF CHILDREN

"This article first published in 1787, usually regarded as the first attempt to make a series of scientific observations on the behavior of young children is here given its

<sup>1</sup> It is the aim of this department to present each month a list, with brief quotations, of the important articles published in the various journals on nursery school, kindergarten, and primary education. The editor will welcome having her attention called to any that are overlooked.

first careful translation into English by Suzanne Langer." It shows how learning begins, even in the first moments of life. "But man, being ordained for higher purposes (than animals) seeks from the beginning to expand his ideas without regard to his physical needs and finds entertainment even where he is not driven by sensuous desires." *The Pedagogical Seminary and Journal of Genetic Psychology*, June.

#### SHOULD ORAL READING INSTRUCTION BE DISCARDED?

By Amy J. De May

"When considering the great need of this silent reading instruction, we should not lay aside oral reading as useless just because the adult does not spend the greater part of his life doing it. In the first place, oral reading, if properly taught, will show the pupil how to speak effectively when discoursing on

any subject. In the second place, one of the most effectual methods of producing thoughtful silent reading is oral reading when taught as it should be taught. *The Journal of Educational Method*, December.

#### THE MODERN SCHOOL

By Agnes Rogers Hyde

A short, humorous appreciation of the work of the nursery school.

Jackie's mother visits the school and explains to the principal that she has come to consult her about Jackie.

"How old is your son?" the principal asks.

"Just eighteen months."

"And what schools has he been attending?"

The most serious educator must smile at Miss Hyde's clever handling of her subject. *Harpers*, December.

ELLA RUTH BOYCE.

**C**HILDREN, *The Magazine for Parents*, maintains a Group Service Bureau at its offices at 353 Fourth Avenue, New York, N. Y., to further the interests of Parent-Teacher Associations, Women's Clubs and other groups interested in child study. All of its services are absolutely free of charge. It distributes the following pamphlets:

GROUP STUDY FOR PARENTS

PROGRAM ON CHILD TRAINING

AN INTELLIGENCE TEST FOR PARENTS

## Book Reviews

SCHOOL ACTIVITIES AND EQUIPMENT. By Rose B. Knox. Houghton Mifflin, Boston.

A group of teachers who had attended summer school together were discussing their work and their problems one day in late October. Said one, "I hoped that my children could make leaf prints this fall, like those we saw at summer school, but our printer didn't have any ink we could use, and I didn't know where to get it." "I had the same difficulty with blue prints," said a second. "I had to give them up because I couldn't find any blue print paper." "Well," chimed in a third, "I did manage to get some clay, but it was so messy the first time I used it I haven't tried it again. I suppose I didn't get it mixed right, but I don't seem to know how." "I tried that calcimine painting on big sheets of paper with my first grade," added a fourth, "but the colors I bought from our local dealer were so pale we couldn't get the right effects. They were so wishy-washy the children weren't interested."

So they agreed together that "this new kind of work" wasn't practical, and went back to the old fashioned régime of lesson hearing and drill, though with a sigh of regret for the paradise of childhood of which they had had a brief vision. But they need not have if they had only known of Miss Knox's book, because it is filled with just the suggestions, information, and addresses which the everyday teacher in the everyday school needs in order to follow the new ways which are so charming and so desirable in her eyes when she sees them in a modern schoolroom.

Miss Knox has recognized that education through activity calls for a type of equipment very different from that of the traditional schoolroom. She has explored every

field and educative activity and through long and painstaking research has produced a book that is unique today and that is not likely to be duplicated for many years to come. Miss Knox states that "first of all, and last of all, too, the new school must be a place where children can grow—happily, naturally, continuously," and that in planning for this school, the teacher must take thought for "both beauty and utility; practical detail and fundamental principles; healthy, well-developed bodies, and eager, questioning minds, and for the awakening spiritual life of boys and girls."

To all of these things the book does give thought. It is in two parts, Part One, Teaching Materials Related to Curricular Activities; and Part Two, General School Equipment and Practical Problems, with an appendix including book lists and lists of addresses and sources of materials. The chapters of Part One deal with activities and materials conveniently classified under Scientific and Social Constructive, English, Artistic and Recreational, and Supplementary Activities. Those in Part Two deal with Miscellaneous Equipment, Basic Equipment (including furniture and fixtures), and Problems Growing out of Materials and Equipment. This last chapter in itself is worth the price of the book to the teacher who, with modern ideals, is faced with the problems of caring for the equipment which an activity curriculum necessitates. Under "Storage Problems," it treats of closets, shelves, cupboards, cases, compartments, and miscellaneous devices; of places for storage equipment; and of arrangement of materials for convenience in use.

A hit or miss selection of items from the pages of the book, nearly four hundred, includes working drawings for screens for



work or play corners; the suggestion of a small balcony as a means of providing the additional space which activities require; plans for emergency and illness equipment in a school room, including the make up of a first-aid kit; suggestions for building up a picture collection, classifying, preparing for use, filing, framing, and hanging; the height of tables suitable for children's use; source of supply for typewriters with large type for preparing primary reading materials; lists of educative seat work in reading and arithmetic; how to dye manila paper for use in art work; how to make an aquarium; instruments for the primary school band; card catalogues suitable for the school room; children's responsibilities in relation to materials; the name of a cheap mimeograph machine adequate for school use; books and pamphlets for the teacher's guidance; lists of pictures for the school walls and books for the school library.

*School Activities and Equipment* is, in short, the product of a sound philosophy and a fundamental psychology added to a rich teaching and supervisory experience and a long, painstaking, and loving research, and seasoned with common sense. Every teacher should have a copy of this book.

FANNIE W. DUNN.

**SUGGESTIVE CURRICULUM MATERIAL FOR THE FOUR- AND FIVE-YEAR-OLD KINDERGARTENS.** By the Curriculum Committee of the Wisconsin State Kindergarten Association. Distributed by the Wisconsin State Kindergarten Association, Hotel Wisconsin, Milwaukee, Wis.

The Wisconsin State Kindergarten Association is preparing, through its Committee on Education, a loose leaf series of suggestive curriculum material for the four- and five-year-old kindergartens. The purpose of this project is to emphasize differences in the development and needs of children of four and five years and to provide curriculum material suited to the two years of kindergarten training. There has been a growing

realization that kindergartners need help in differentiating between the curricula of these two years. The first of the curriculum series has been mailed to all members of the State Kindergarten Association. It contains introductory articles by the two chairmen of the Committee on Education, Caroline W. Barbour and Louise M. Alder, directors of the Kindergarten-Primary Departments of State Teachers Colleges at Superior and at Milwaukee respectively. *A Tentative Statement of Differences between the Four- and the Five-Year-Old Child*, By Mary W. Holmes, State Teachers College, Milwaukee, *Language Experiences for Children of Four and Five Years* by Jane Vernon, kindergarten supervisor of Kenosha, and *Music on the Four- and Five-Year Levels* by Blanche Barse, State Teachers College, Superior. Second and third numbers in the series are in preparation and will follow soon. It is the aim of the Association to make this curriculum material in keeping with the best in modern educational philosophy, and of practical service to all kindergartners in Wisconsin.

LOUISE M. ALDER.

**TYPICAL CHILD CARE AND PARENTHOOD EDUCATION IN HOME ECONOMICS DEPARTMENTS.** By Emeline S. Whitcomb. Bureau of Education Bulletin, 1927, No. 17, Government Printing Office, Washington, D. C.

The bulletin shows present trends of preparental education as reported by the home economics departments of the various elementary and secondary schools and institutions of higher learning located in different sections of the United States.

It is arranged in five chapters. The chapter titles indicate its scope and content: Child Care and Training in Elementary, Junior, and Senior High Schools; Child Care and Parenthood Education offered in Home Economics Departments of General and Vocational High Schools; Child Care and Parenthood Education in Higher Educational Institutions with Nursery School

Facilities; Child Care and Parenthood Education in Higher Educational Institutions Not Maintaining Nursery Schools; Child Care and Parenthood Education Combined with Other duties in the Home-Management Houses.

PARENT EDUCATION. Northwest Conference on Child Health and Parent Education. Richard Olding Beard. The University of Minnesota Press, Minneapolis.

A striking evidence of the increasing interest of parents and teachers in the all around development of children of all ages is their request for the publication of the Proceedings of the Northwest Conference on Child Health and Parent Education. This Conference, which was held in Minneapolis in March 1927, drew together more than 2,800 people.

The report, as published, includes discussions of various phases of child guidance presented by 22 specialists in this field. The articles group themselves around four main topics: The Development of the Child; The Child at Home; The Child in the Community; and The Child in School.

The variety of aspects, the straightforward definite manner in which these aspects are treated, and the many concrete illustrations given, combine to make this book of

special value to any parent who is interested in helping his child intelligently. Those parents who fail to realize the educative importance of the early years may be helped to a better understanding of the child's point of view, or indeed, to a realization that he has a point of view worthy of serious consideration.

In summarizing the ways in which the attitude of parents can be changed through conference and study groups, these five ways are suggested:

1. Through learning to look for the cause rather than judging the act.

2. By coming to see the child as a personality on a par with other personalities of the family.

3. By learning to see the child objectively—to develop a more impersonal attitude toward her problem.

4. By coming to view the child as a whole, instead of as an individual made up of compartments into which are packed his health, his intellect, his social education, his moral and religious life.

5. By coming to see that the child's life is a reflection of the environment in which he lives. Father, mother, brother, sister, grandparents all have a part in determining the behavior of any one member.

ROBERTA HEMINGWAY.

## COMING IN CHILDHOOD EDUCATION

February.....	Child Health
March.....	Supervision
April.....	Teacher Training
May.....	Out-of-Doors

## *Who's Who in Childhood Education*

**Bess V. Cunningham**, for the past six years, has been at Teachers College, Columbia University where she has been concerned primarily with the problems of educational

University in order to do extensive writing in the field of parental education.

**Lois Hayden Meek** has had wide experience in teaching and in the supervision



LOIS HAYDEN MEEK

psychology and child development. She is a regular contributor to *Children, the Magazine for Parents*. Dr. Cunningham is now on leave of absence from Columbia

of teaching of young children. Her major interest is in the psychology of learning. Since 1924, as Educational Secretary, she has been directing the educational program



in preschool, elementary, and adolescent education of the American Association of University Women. Dr. Meek, as chairman of the Committee on Preschool and Parental Education, is working on the next Yearbook of the National Society for the Study of Education.

**Nell Boyd Taylor** is Assistant Educational Secretary of the American Association of University Women.

**Sidonie M. Gruenberg**, director Child Study Association of America, besides being the mother of four children, is a contributor on child training, children's literature, educational problems to many leading magazines and newspaper syndicates, and a lecturer before women's clubs, parents and teachers organizations, and organizations of social workers.

**Alice Rebecca Wallin** is head of the Department of Child Care in the Highland Park High School and Supervisor of Home Economics in the elementary schools of the city. She received special preparation for her work in child training at the Merrill-Palmer School and at Cornell.

**Elizabeth Webster**, assistant supervisor early elementary grades, Grand Rapids, Michigan is ready to show you the schools of Grand Rapids during your attendance at the Grand Rapids convention of the International Kindergarten Union. She will serve on the School Exhibit and School Visiting Committee.

**Ruth W. Wagner** was a member of the conferences for parents conducted by the National Kindergarten and Elementary College. The conference met for one and

one-half hours each week. The conference for the first semester was on Behavior Problems and for the second semester on Materials and Methods for Home Education. *A Home for Our Children* is a direct outgrowth of the help Mrs. Wagner secured from the conference.

**D. Edmonds Bushnell's** story, appearing in this issue, was one of the prize stories in the CHILDHOOD EDUCATION story contest. Miss Bushnell is editor and publisher of *The Childrens Own Buddy-Book*, a monthly magazine. She is a graduate of the Wheelock School.

**Mary C. Shute** is Head of the Department of Kindergarten-Primary Education, Teachers College of the City of Boston and in addition Lecturer at the Nursery Training Centre of Boston. She has twice served as a member of the Executive Board of the International Kindergarten Union.

**Edith Stevenson** is kindergarten director of the William Ames School, St. Paul, Minnesota.

**M. Geraldine Ostle** is Secretary and Librarian of the Froebel Society and Junior Schools Association of London, England.

**Ruth Travioli** is a kindergarten teacher in the public school system of Terre Haute, Indiana, of which Blanche Fuqua is Kindergarten-Primary Supervisor.

**Fannie W. Dunn** is Professor of Rural Education at Teachers College, Columbia University.

**Roberta Hemingway** is Junior Specialist in Kindergarten-Primary education at the Bureau of Education.

Wind on before me, dim white road,  
My feet are glad, they may not tire,  
They lift me to a lilting dance,  
And love is still my only load,  
And all my heart's a shivering lyre,  
That doth my way with song entrance.

—Irene Rutherford McLeod

FOR it is not from the parent in the home, nor even from the teacher in the school, whose teachings are more or less definitely indicated by their positions, but from the citizen in the community that the boys and girls in high school and college are gaining their real ideals of what one can get out of education and what one can get by with; of the means for achieving success and of what constitutes success in these money-mad, ambition-ridden days. The father who enunciates the precepts of citizenship in the home is followed to his shop or his office by keen young eyes which measure the relation of precept to practice. The mother who addresses the audience of her club or community on moral or cultural topics is weighed in the balance by those young people who know the background against which she stands. The social agencies labor in vain against that terrible "vis inertiae" which is the curse of our modern life. That which they apply from the outside must be met by a corresponding activity from within. No one was ever reformed who did not desire reformation. The home with all the forces which it includes must face this whole problem squarely and assume its major responsibility, calling to its aid all those agencies without which its best efforts will fall short of success. As the child should be in the home, so the scholar should be in the school, and the citizen, in the community. From the home should go out that force of public opinion which can sway the destiny of nations, a force which however must be directed intelligently, along lines which will allow it to operate the dynamo of constructive activity and cause light to shine in dark places, rather than to waste its power as lightning. The keeping of a house is secondary to the making of a home. The making of a worthy home from which shall go forth useful citizens with high ethical character and spiritual standards is the task which challenges us today.

MARGARETTA WILLIS REEVE  
*President, National Congress of  
Parents and Teachers*